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THE UNIVERSITY OF ALBERTA

INSTRUCTOR EVALUATION IN KENYAN TEACHERS' COLLEGES

BY

(C) ZACHARIAH WANZARE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN

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MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

EDMONTON, ALBERTA

SPRING 1988

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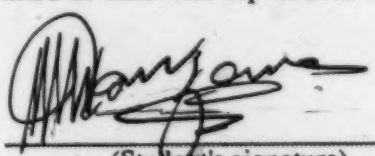

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled INSTRUCTOR EVALUATION IN KENYAN TEACHERS' COLLEGES submitted by ZACHARIAH WANZARE in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION in Adult and Higher Education.

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Date: 17 December 1987

ABSTRACT

The major purpose of the study was to describe the instructor evaluation practices in Kenyan teachers' colleges and to identify possibilities for making improvements on the basis of opinions of college principals and instructors. Data were obtained by means of a questionnaire survey conducted during the period May to August, 1987. Questionnaires were distributed to principals and instructors in 18 teachers' colleges. Of the 316 questionnaires that were distributed, 247 were returned for a total return of 78.2 per cent.

The main areas examined included perceptions and preferences of respondents regarding the involvement of various types of personnel in instructor evaluation; actual and preferred importance of various criteria used in instructor evaluation; perceptions and preferences of college principals and instructors regarding various evaluation practices; extent to which college principals and instructors were satisfied with existing instructor evaluation practices; strengths and shortcomings of existing instructor evaluation practices in the views of college principals and instructors; and changes that college principals and instructors recommended in evaluation practices in order to make them more effective. Analysis of variance and t-tests were used to determine the significance of differences among and between various categories of respondents in their responses regarding evaluation personnel, criteria and practices.

Analysis of the data indicated that college principals, departmental heads and subject specialists from the Inspectorate were highly involved in the evaluation of instructors and were also highly preferred as evaluators by respondents. The results showed that examination and test results, preparation of schemes of work, academic qualifications of the instructor, knowledge of curriculum and instructor's conformity to college norms were important criteria in both existing and preferred evaluation practices. Generally, respondents preferred that emphasis be placed on process and presage criteria in instructor evaluation.

The study indicated that requiring instructors to submit course outlines and other materials, requiring instructors to submit a report on classroom activities and accomplishments, and holding interviews with instructors to obtain information about classroom practices were highly important in both existing and preferred instructor evaluation practices.

In the views of respondents, evaluation of instructors improved the quality of teaching at teachers' colleges, set college teaching standards, was important in promotion decisions, enabled instructors to assess their own teaching, and contributed to student development. Respondents expressed dissatisfaction with practices which they regarded as shortcomings. These related to general adequacy of evaluations, competence of evaluation personnel, lack of an evaluation policy and to various other practices.

The changes proposed by respondents included making evaluation criteria explicit, specifying personnel to be involved in evaluation, defining practices and procedures to be used in collecting information, sharing information between evaluators and evaluatees, and ensuring objectivity and fairness. In the views of principals and instructors, the specific changes should be addressed through the development of a comprehensive evaluation policy.

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Wambua, Principal, Moi Teachers' College, for his support, encouragement and best wishes.

I extend my special appreciation to all Kenyan teachers' college principals, vice-principals and instructors who completed and returned the questionnaire. Without their support, this study would not have been accomplished.

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CHAPTER I

INTRODUCTION

In recent years concern has been expressed by educators, researchers, administrators, and parents about the quality of education and about accountability in relation to the attainment of educational goals. A context for this concern is provided in A Review of Graduate Teacher Education in Kenya (1979), by the statement that "the primary aim for the Government is to develop human resources and to produce skilled manpower for self-reliance" (p. 70). The Kenyan school system has as its primary focus the production of capable, qualified individuals. However, much concern has been expressed about the quality of the teachers that graduate each year from the universities or colleges. Such concerns lead inevitably to questioning the performance of those who teach the teachers.

Instructors in the teachers' colleges vary markedly in academic and professional qualifications, and in experience. They include new graduate teachers from the universities, teachers from schools, persons from other Ministries who may not be professionally trained, expatriate personnel who may be recruited because of their expertise in certain subjects, and retired instructors recruited on a contract basis. At present there are no specific formalized procedures especially designed to prepare instructors to teach in teachers' colleges. Even after recruitment and selection, there are only limited in-service programmes for orienting the college instructors to college teaching. In addition, there does not appear to be a clear policy relating to the evaluation of instructors.

In view of the varying academic, professional, and experiential backgrounds of teachers' college instructors, and the lack of an evaluation policy, the development of more effective evaluation procedures for college instructors than those that have been used in the past would seem to be advisable. Conducting research into current practice is

a logical first step toward developing more effective policies and procedures. The study which is the subject of this report was designed to collect and analyze data on instructor evaluation in Kenyan teachers' colleges.

Purpose and Research Questions

The major purpose of the study was to describe current evaluation practices and to identify possibilities for improvement on the basis of the views of college principals and instructors. More specifically, the study was guided by the following research questions:

1. What are the perceptions and preferences of principals and instructors regarding the involvement of various personnel in instructor evaluation?

2. What is the actual and preferred importance of various criteria used in the evaluation of instructors?

3. What perceptions and preferences do college principals and instructors have regarding various evaluation practices?

4. To what extent are college principals and instructors satisfied with existing instructor evaluation practices?

5. What are the strengths and shortcomings of existing instructor evaluation practices in the views of college principals and instructors?

6. What changes do college principals and instructors recommend in evaluation practices in order to make them more effective?

The similarities and differences between perceptions and preferences of respondents were also of interest and were included in the analysis of the data.

Background to the Study

The Kenyan Ministry of Education provides funds for, and governs the operation of, public teacher training colleges (see Figure 1.1). The Ministry of Education also awards certificates to successful students. The colleges train students, administer exams

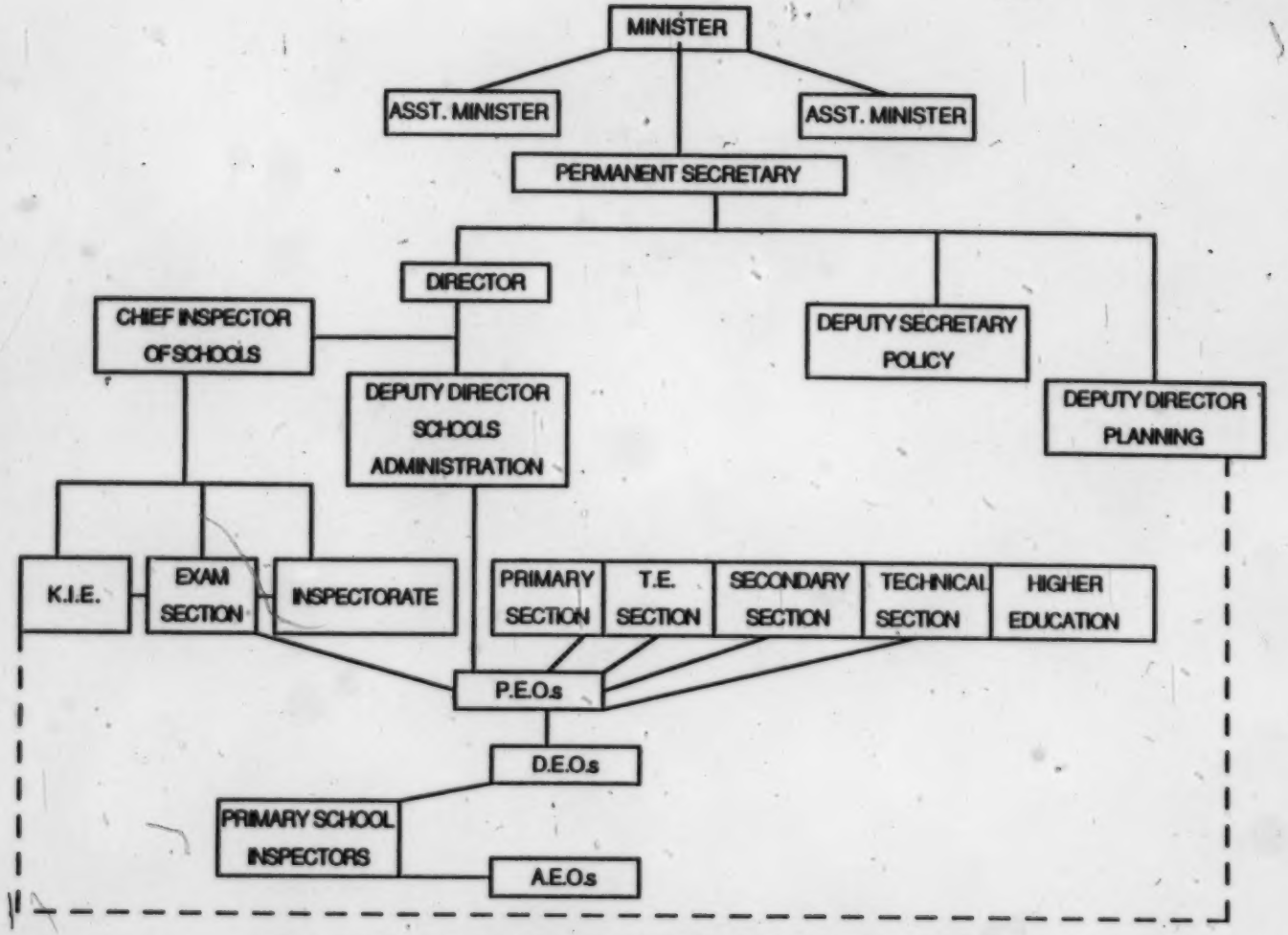

Figure 1.1 Organizational Structure of the Ministry of Education in Kenya

in prescribed subjects, and supervise teaching practice. Teachers' training colleges maintain bilateral interactions and relationships with schools. They rely on information from the schools as feedback on their graduates. In turn, the schools depend on colleges and universities for the supply of qualified teachers for instructional purposes.

The Inspectorate is one of the departments within the Ministry of Education. It consists of three main divisions, each of which is headed by a Chief Inspector of Schools. There is a Chief Inspector of Schools for Primary, one for Secondary, and a third one for Technical and Higher Education. Assisting these officers are the Senior Inspector of Schools and several subject specialists. The major function of the Inspectorate is to "give professional advice to the Director of Education about what goes on in all the schools and teacher training colleges" (Nakitare, 1980, p. 11). The Inspectorate is also "charged with the duties of developing various curricular and support materials for education and training through the Kenya Institute of Education Subject Panels" (Ministry of Education Science and Technology Annual Report, 1984, p. 14). This duty is performed by the three divisions of the Inspectorate. The major role of the inspectors is to "scrutinize the educational system to make sure that the aims and objectives of education are consistent with the national goals" (A Review of Graduate Teacher Education in Kenya, University of Nairobi, 1979, p. 71).

The Kenya Institute of Education (K.I.E.) is also one of the departments within the Ministry of Education. It consists of many sections, two of which include the Research and Evaluation Section, and the Secondary Teachers Education section. The K.I.E. is responsible for curriculum development in the Kenyan educational system. It also takes part in the approval of college syllabuses through Subject Panels.

Recruitment and selection of instructors for public teachers' colleges is a responsibility of the Teachers Service Commission (T.S.C.). "The Teachers Service Commission is a body corporate established in accordance with Section 3 of the Teachers Service Commission Act (Cap. 212)" (Teachers Service Commission Code of

Regulations For Teachers, 1986, p.2). The functions of the T.S.C. are "(a) to establish and keep a register of teachers; and (b) to establish and maintain a teachers service adequate to the needs of public schools in Kenya ..." (Teachers Service Commission Code of Regulations For Teachers, 1986, p 3). The main purposes of instructor selection procedures are (1) to recruit and place the best-suited instructors to the teachers' colleges, and (2) to fulfill specific needs of the colleges in terms of teaching positions available. A model of the recruitment, selection and job assignment of teachers' college instructors is presented in Figure 1.2.

The current practices of selecting instructors for teachers' colleges include (a) direct transfer of some school teachers to the colleges by the T.S.C. without any interviews involved; (b) direct transfer of some school teachers to the colleges by the T.S.C. through advertised interviews for vacant positions available at the colleges; (c) direct posting of fresh graduates from the universities to the colleges by the T.S.C.; (d) direct transfer of teachers from other departments within the Ministry of Education by the T.S.C. to the colleges; (e) direct transfer of personnel from departments of other Ministries to the colleges through advertised interviews by the T.S.C., or without involving interviews, but with the approval of the T.S.C.; (f) recruitment of expatriate personnel on contract by the T.S.C.; and (g) recruitment of retired teachers on contract by the T.S.C. with or without advertised interviews. In the selection process, the teachers' colleges may be involved to identify possible candidates to be interviewed. In some cases, the recruitment and selection may not involve an interview. Representatives from the Inspectorate and the Kenya Institute of Education may also be involved in the selection process.

The selected instructors are posted by the T.S.C. to the teachers' colleges where they are assigned special tasks by the college administrators. At the colleges, individual instructors are evaluated by the college administration, and annual reports about instructors are sent to the T.S.C. on special forms designed by the T.S.C. (Appendix A).

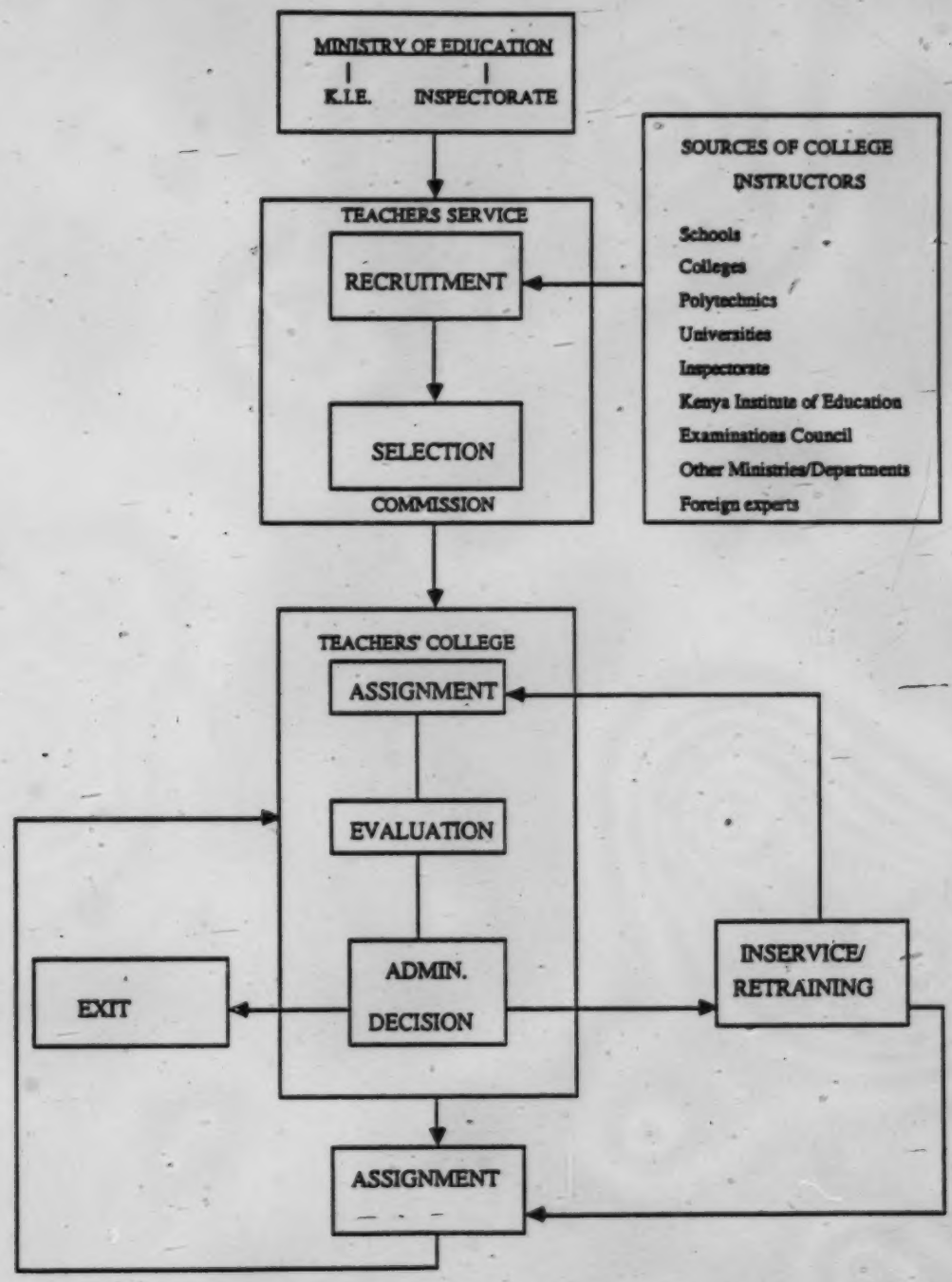

Figure 1.2. Teachers' College Instructor Recruitment, Selection, and Job Assignment Model

Information from instructor evaluations affect the selection process by indicating any changes needed in that process, or may be used for administrative decisions in the college. Such decisions may indicate a need for an instructor to be relieved of the assignment, if found unsuitable for college teaching, or may be recommended for some inservice or retraining.

Significance of the Study

In current practice, formal instructor evaluations at teachers' colleges rely heavily on one line of evidence, namely, the administrator report. The evaluation may occasionally involve classroom visitations by college principals or vice-principals. Such visits may or may not be planned. Sometimes departmental heads also may be involved in the evaluation of instructors at departmental levels. Some informal evaluations may be achieved through colleagues, students, departmental heads, external experts or college administration. At the end of each year, college principals are expected to submit written, confidential reports on their instructors to the Teachers Service Commission. Formal evaluation of instructors for promotions are usually done by the T.S.C. through advertised interviews. However, the procedures and criteria used in such interviews are not well known to the instructors. There have not been any significant efforts to develop procedures and criteria for the evaluation of instructors. Similarly, there does not seem to be a clear written policy for instructor evaluation. A letter from the Director of the Kenya Institute of Education (K.I.E.), (Appendix A), suggests that while the the K.I.E. does not deal with instructor evaluation at teachers' colleges, the colleges are expected to draw up their own instruments for use in evaluating instructor effectiveness. Another letter from one of the college principals, (Appendix A), confirms that the principal had "never seen any evaluation policy for Kenyan college instructors."

The study, believed to be the first of its kind conducted in Kenya, addressed a very important and timely educational issue. Given the complexity of the teaching process involving continual decision-making and continuous interaction among instructors, students, and contextual variables, it is important to understand the views of the principals and instructors about instructor evaluation procedures.

The study was expected to make the following contributions to knowledge and to practice:

(a) to provide an analysis of the principals' and instructors' views regarding the existing and preferred evaluation procedures, thereby enabling policy-makers to accommodate these preferences in their evaluation procedures;

(b) to provide policy-makers with information and understanding regarding college instructor evaluation in the context of Kenyan teachers' colleges;

(c) to highlight the strengths and weaknesses of instructor evaluation practices in Kenyan teacher training colleges from the point of view of the principals and instructors;

(d) to give college principals and instructors an opportunity to influence instructor evaluation procedures by indicating their preferences regarding evaluation;

(e) to isolate the criteria commonly used by college principals in instructor evaluation because this information was considered to be valuable to college instructors and principals; and,

(f) to give the principals an opportunity to appreciate the complexity of the task of instructor evaluation, thus enabling them to see their own evaluation practices in the light of what their fellow principals were doing.

The results of this study may (1) influence future decision-making with regard to the support provided for instructor evaluation; (2) increase the understanding between college instructors and administrators regarding evaluation practices; and (3) increase awareness of college instructors regarding their evaluation, and thus increase their reflection and self-evaluation.

The report of the study may contribute to the further development of an understanding of the nature of college teaching. This understanding may involve not only details of what constitutes good teaching but also the relationships of training, administration leadership, and resource allocation to teaching. Furthermore, the study should (a) offer a plausible solution to the major perceived problems or needs which may be meaningful to college instructors; (b) identify specific staff development needs which may be meaningful to college instructors; and (c) may give direction regarding the need for administrator development. Suggestions with respect to the skills needed if the administrators are to conduct conferences associated with instructor evaluation may require that an administrator be trained in evaluation procedures. Finally, the results of this study should be of interest to the Inspectorate, Kenya Institute of Education, the Teachers Service Commission, and the Ministry of Education.

Definition of Significant Terms

A number of terms which have special significance in the study are defined below:

Evaluation. Although the definitions of the term vary, it would seem that evaluation is a decision-making process which can be used for different purposes, depending on what the evaluator has in mind. In the context of teacher evaluation, what is to be evaluated may be (a) the process of instruction through classroom observation of teacher performance; or (b) the content of the instruction as delivered by the teacher. The teacher may be seen as a manager of instruction who arranges resources, counsels, guides and evaluates students, and prepares materials; as a resource person: a dynamic, living reservoir of knowledge in a discipline, the advisor and the critic; or as a motivator.

Process Criteria include observations about the behavior of both the teacher and students. Examples are teaching techniques, rapport with students, classroom climate, and teacher-student interactions.

Product Criteria include measures of student achievement as a result of teacher's performance.

Presage Criteria involve using a teacher's personal characteristics such as academic status, knowledge of subject matter, intelligence, personality, and appearance in assessing teaching effectiveness.

Principal. This term refers to the head of a college, institute or polytechnic.

Instructor. An individual involved in the teaching process, counselling and guidance in college, institute or polytechnic, but has no direct responsibilities in administration.

Teacher. This term is used interchangeably with instructor. In the Kenyan context, teacher "means a person registered by the Teachers Service Commission in accordance with Sec. 7 of the Teachers Service Commission Act" (Teachers Service Commission Code of Regulations For Teachers, 1986, p.1). (See also Appendix A).

Qualified Teacher. This "means a person who has fulfilled the requirements as to qualifications for the purpose of the Teachers Service Commission Act, Legal Notice No. 90 of 1967" (Teachers Service Commission Code of Regulations For Teachers, 1986, p.1).

Commission. This "means the Teachers Service Commission established under the Teachers Service Commission Act (Cap. 212) (Teachers Service Commission Code of Regulations For Teachers, 1986, p.1).

Instructor Development. This includes all those specially planned activities that are meant to promote academic and/or professional growth, and general instructional effectiveness of an instructor.

Assumptions, Delimitations and Limitations

The following were the major assumptions underlying the study:

1. There are variations in instructor evaluation practices in Kenya.

2. College principals and instructors have views about desirable instructor evaluation practices.

3. Instructor evaluation is important for teachers' colleges, college instructors, students, the Teachers Service Commission, the Inspectorate, and the Ministry of Education.

4. The information provided by college principals and instructors in the questionnaires accurately reflect their views, thoughts and feelings about evaluation practices.

5. The questions on the questionnaire were interpreted accurately without any ambiguity and responses provided were made in good faith.

The study had the following delimitations:

1. The study was delimited to Primary and Diploma teacher training colleges in Kenya, listed by the Ministry of Education in May-August, 1987.

2. The population of principals and instructors were only those actually serving in the teacher training colleges.

3. The study considered principals' and instructors' perceptions during one time period, namely, May-August, 1987.

4. The study was concerned with principals' and instructors' views of instructor evaluation practices as performed by Kenyan office administrators.

The following were the limitations of the study:

1. The principals and instructors involved in the study might not represent the views of all the principals and instructors of all the colleges because only a small sample of the total population of the respondents was considered.

2. The selected colleges involved in the study might not represent all the other colleges in the population because the colleges differ in size in terms of teacher and student populations.

3. Some of the data might more appropriately be obtained through interviews; consequently, exclusive reliance on the questionnaires was a limitation.

5. The findings of this study were limited to the teachers' colleges involved and generalizations to other types of training institutions cannot be made.

6. The study reflected the evaluative practices only as they applied to the formal evaluation of instructors in Kenyan teachers' colleges during the period May-July 1987.

7. The study was limited to the principals and instructors who volunteered for the study, and their views may not be representative.

8. More than half of the respondents had never been evaluated formally at teachers' colleges; consequently, their views on practices and their preferences were not based on direct experience.

Organization of the Thesis

In chapter one, an introduction to and the main purpose of the study were highlighted. A discussion of the background of the study was also presented. The definition of significant terms, as well as the major assumptions, delimitations and limitations were provided.

The second chapter contains a review of related literature and research. Included among the specific topics are evaluation personnel, evaluation criteria and evaluation practices. Chapter III focuses on the methodology and instrumentation employed in the study. Descriptions are provided of how the instrument was developed and pilot tested, as well as of how data collection procedures and methods of data analysis were carried out. A description of personal and professional characteristics of the respondents is also included.

The results of the analysis of data are presented in three chapters. Chapter IV includes an analysis of instructor evaluation practices and preferences. The fifth chapter deals with an analysis of differences among categories of respondents. The major differences considered include experience of the respondents in the teaching profession and in college teaching, qualifications, number of times of formal evaluation at teachers' college, degree of satisfaction with existing evaluation practices, and size of college. A discussion of how these variables relate to the respondents' perceptions and preferences of evaluation personnel, evaluation criteria and evaluation practices is also provided.

Chapter VI reports the major findings of the open-ended questions. It includes a summary of the strengths, shortcomings, and suggested improvements in instructor evaluation. The last chapter contains the summary, conclusions, and the major recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature on the evaluation of instructors confirms that there are numerous conceptual frameworks and models for analyzing practice and for conducting research. Although an extensive literature survey was conducted, only that which relates directly to the problem of the study is reported in this chapter. The specific areas relate to the personnel involved in evaluation, criteria on which evaluation is based and general evaluation practices. Research and theorizing about each of these aspects indicates that there are numerous unsolved issues which are identified in the review.

Evaluation Personnel

The question of "Who should evaluate instructors?" has a wide range of possible answers. According to some writers (O'Hanlon and Mortensen, 1980; Chamberlin and Cummings, 1984; Lewis, 1982; Seldin, 1980), students, colleagues, administrators, and the instructors themselves, should be involved in instructor evaluation. Evaluation by external experts and supervisors has also been mentioned in the literature (Lewis, 1982). Involvement of each of the evaluators suggested has practical merits and raises specific concerns. The issues involved in deciding who should evaluate teachers include those of objectivity or psychological distance from the situation versus familiarity with the situation, multiple uses of the evaluation results, the relationships between evaluator and the person being evaluated, and the qualifications of the evaluators (Lewis, 1982).

Evaluation by Administrators

Typically, the administrator is an individual who provides formal leadership for an educational unit. Within the administrator's purview may lie the evaluation of

instructor effectiveness and efficiency (Campbell, Bridges & Nystrand, 1977). The University of Alberta Committee for the Improvement of Teaching and Learning (1979) identified two administrative roles in teacher evaluation: (a) direct observation of the faculty; and (b) integration of the information gathered from other sources of evaluation to facilitate instructors' acceptance of having their teaching evaluated. Wolansky (1976, p. 83) commented that when individual faculty members' deficiencies are uncovered, an administrator is in a position to provide for inservice, to recommend a shift in responsibilities to areas of strengths, or to make other appropriate decisions. Administrators are in a position to implement procedures to help faculty grow and develop. (p. 83). O'Hanlon and Mortensen (1980) concluded that "administrator evaluation correlates well with student and peer evaluations" (p. 70).

Although administrative evaluation is supported in the literature, it has many limitations. An administrator may be biased because of a poor personal relationship with the instructor; a lack of understanding of reasons for evaluation; conflicting values with those of the instructor; experiential differences in teaching methodologies from those of the instructor; and a lack of understanding of what should be evaluated. Administrators may be faced with the problem of deciding how evaluation of teaching would be integrated with information from instructors' extracurricular activities and what appropriate opportunities should be provided to the instructors to improve their professional competence.

Administrators are also faced with "demands for accountability and making decisions about the promotion, retention, and termination of teachers. They must use evaluation as a tool to judge the net worth of a teacher's performance" (Barber and Klein, 1983, p. 248). Glasman (1976) noted that:

> External demands for evaluation of instructors have increased recently and behind these demands lies an alleged desire for instructional improvement. The increased desire of various publics to be provided with evidence of

> educational accountability ... have been equally important factors in the calls for improvement ... These pressures pose problems for academic administrators (p. 319).

In general, effective administrator evaluation requires that the administrators involved identify the problems they are likely to face and design appropriate strategies for dealing with such problems. Administrators should also identify the main areas of instructor evaluation upon which the evaluation should focus.

O'Hanlon and Mortensen (1980) suggested that for effective use of evaluation by administrators, two conditions should be met: (a) the supervisor needs adequate time and observational and review skills; and (b) the observation must focus on characteristics of teaching that research has established relate to desired student outcomes.

Evaluation by Departmental Heads

The utilization of departmental heads in evaluation of teachers seems to be quite popular in many teaching institutions. While newly recruited teachers may be designated as "qualified," the actual evaluation of their competence and careful monitoring of their teaching probably will involve departmental heads. They may also be involved in evaluation of teachers in their departments because of their expertise in the various subject areas and, thus engage in formative evaluation. Because "the teacher has a right to expect that the person who is most knowledgeable about him, his subject, and the varieties of teaching methods open to him should judge his competence" (Squire and Applebee, 1964, p. 9), departmental heads may also be involved in summative evaluation. In such cases, the role of departmental heads may be highly administrative. Andrews (1985), commenting on the need for colleges to review carefully the role of departmental chair-persons, recommended that "departmental chair-persons need to be clearly identified as administrators if they are to be part of the administrative evaluation team" (p. 88).

Although the involvement of departmental heads in teacher evaluation seems to have considerable support, conflicts may develop between departmental heads and the teachers. For example, conflicts may develop where a departmental head is less informed about subject areas than are the teachers within that department.

Evaluation by Colleagues

One way by which instructors could improve their own teaching is for them to observe one another's performance, especially in the classroom. Colleague evaluation is used in many colleges and universities as an important tool for providing useful information not only for the instructors themselves but also for administrative personnel decisions (Centra, 1979). Braskamp, Brandenburg and Ory (p. 101, 1984) said that "peer evaluation of teaching has been proposed as a desirable input to the administrative evaluation of academic staff." Colleagues are likely to provide trustworthy criticism and essential feedback on instructors' activities.

Despite potential advantages of involving colleagues, there are many concerns about this approach to evaluation. In the first place, there is the problem of varying views on what constitutes effective teaching. Secondly, there is the problem of how data from colleague evaluation could find their way to the person or committee responsible for evaluations (Brooke, 1984, p. 10). The reliability and validity of colleague evaluation has also been questioned. An extensive review of research in the area of peer evaluation completed by Bergman (1979) observed that "there is little evidence that peer evaluation is a valid or reliable means of evaluating university faculty" (pp. 34-47). Similar comments regarding lack of reliability of peer evaluation were made by Smith, (1976, pp. 33-34) and Cohen and McKeachie (1980, p. 147). In his study of the reliability of colleague evaluation of college teachers, Centra (1975) found that there was a low

reliability of colleague ratings which "was serious enough to cast doubt on the value of colleague ratings" (pp 327-337).

Some other concerns have also been expressed regarding the use of peer evaluation. Centra (1979) suggested that "when used for tenure or promotion decisions, colleague assessments may be distorted by mutual backscratching or by professional jealousy" (p. 73). If so, extreme care should be exercised in interpreting the information obtained before being used for personnel decisions or improvement of teaching effectiveness. In using peer evaluation for the improvement of classroom teaching, it may be necessary to create a team of three or four faculty members which meets with the teacher to discuss goals, problems, personal objectives, then observes the teacher several times in the classroom and finally meets with the teacher or his class to discuss findings and recommendations (French-Lazovic, 1981, p. 73).

Self-Evaluation

Self-evaluation involves making judgments about one's own teaching. A major difference between self-evaluation and other forms of evaluation is that in self-evaluation no external observer is involved in the measurement process. Self-judgments can be made either informally or formally through written reports. Whatever the approach used, the value of self-evaluation is based on the assumption that "an objective and perceptual judgment about one's performance is the best possible feedback because of its immediate and built-in credibility" (Strother and Klus, 1982, p. 129).

Seldin (1980) reported that "teacher self-appraisal, if carefully and honestly performed, can be of inestimable value, not only to the accuracy and reliability of the collective judgment of teaching performance, but also as an immediate and effective impetus to improve the teaching performance" (p. 13). Self-evaluation can be used to supplement information obtained from other forms of evaluation. According to Centra

(1979), "combined with other evaluative procedures, self-evaluation can be particularly useful in a nonthreatening situation" (p.48). Seldin (1984) concluded that " ... institutions find self-evaluation more useful as a tool to improve teaching than an aid in personnel decisions. Instructors recognize that, no matter what they disclose in self-evaluations, it will serve to improve their performance and not be held against them" (pp. 145-146).

Since self-evaluation involves judgment about one's own performance, the information is highly subjective. Smith (1976) noted that one of the problems of most self-evaluations was that they were not composite ratings but evaluations from a single person. He further added that dull teachers might assign themselves more generous ratings than the brilliant or good teachers who are self-effacing. Commenting on the subjectivity of self-evaluation, Strother and Klus (1982) further explained that since people differ in their self-esteem, some individuals might either underrate their abilities or overestimate their capabilities. Another limitation of self-evaluation is that "it is based on ... incomplete information. The compliments are often paid face-to-face; the complaints are often unstated or expressed only in the corridors" (Strother and Klus, 1982, p. 130). A further limitation of self-evaluation is that the standards used may not relate readily to outside criteria; external standards may be ignored (Bolton, 1973). Carrol (1981) also commented that self-evaluations do not correlate highly with ratings of student or colleagues.

Bolton (1973) suggested three areas of concern that should be taken into account before implementing a self-evaluation program: (a) training teachers to help them specify their own goals in measurement terms; (b) providing teachers with a framework for analyzing and interpreting their own behaviors, and (c) providing teachers with technical competence needed for operating various new media for recording their own behavior. Several techniques have been suggested to teachers for their self-evaluations. These

include: self-rating forms, self-reports, self-study materials, observation of colleagues' teaching, and the use of audio and video recordings (Carroll, 1981, pp. 180-200). Duckett (1983) suggested that self-evaluation strategies "can be made more useful through development of programs which permit teachers to sit in on other classrooms, observe master teachers on videotapes, seeing themselves on videotape, and obtain student ratings" (p.13).

Student Evaluation

The involvement of students in instructor evaluation is based on six fundamental premises: students are the consumers of teaching and, therefore, should be the central focus in any teacher evaluation program; students have the best opportunity to observe instructors' teaching; students have a unique perspective from which to view teachers' effectiveness; the most effective instructor is best identified through his input on students; the instructor's input on students is a function of his teaching effectiveness; and effective teaching is best determined by students' reports regarding their understanding of the subject matter and progress towards instructional objectives specified by the instructor.

Students are in a position to provide detailed information about instructors to a greater extent than other evaluators can reveal. Only students can indicate where they found the instructor enthusiastic and stimulating, where the material was appropriately presented, and whether or not they were challenged by subjects taught. Information from student evaluations can help identify strengths and weaknesses of instructors, thereby suggesting possible improvements in teaching course design, or departmental functioning (Centra, 1978). Finch and McGough (1982) stated that:

> The value of student ratings lies in their ability to provide the teacher with feedback for improvement (p. 293).

Marsh (1984) commented that student evaluations were the most thoroughly studied of all forms of personnel evaluation and was highly supported by empirical

research. Student evaluations may also be used for many purposes such as (a) assessing instructor's teaching effectiveness (Stainback, Stainback, Schmid and Suroski, 1975; Seldin, 1980; University of Alberta Committee for Improvement of Teaching and Learning, 1979); Borich, 1977; (b) making important administrative personnel decisions such as merit pay, promotion, and tenure (Stainback, Stainback, Schmid and Suroski, 1975); and (c) making faculty more responsive to current problems and issues (Lyndall, 1972); (d) describing teacher practices (Borich, 1977); (d) improving instruction (Borich, 1977). Student evaluations can provide information about the motivational level of students, extent of teacher-student rapport, and general satisfaction level of students (Duckett, 1983). Student evaluations can also be used for rewarding superior teaching, supplying information to students, setting program policies, promoting understanding between students and teachers.

Student evaluations of instructors have been widely used in many post-secondary institutions. Knapper (1972) reported that in Canada 31 out of 36 institutions used some form of student evaluations. The Southern Regional Board (1977) observed that in the Southern States, 88 per cent of the institutions surveyed were using student evaluations of instructors. Borich (1977) indicated that "the use of student ratings of instructors is growing, particularly at the college level. Increasingly colleges and universities are introducing policy requiring student evaluations of professors before they can be promoted" (p. 266)

One of the reasons for using student evaluations of faculty is that they are reliable and valid (Murray, 1980; Overall and March, 1982; Seldin, 1980). Commenting on the same issue, O'Hanlon and Mortensen (1980) confirmed that assessments of teachers by students "are reliable and not affected by grades ...results show correlation with other peer and administrative ratings" (p. 667).

Several concerns have been expressed regarding the utilization of student evaluations of instructors. Student evaluations may reflect "what is popular rather than what is educationally sound" (Strother and Klus, 1982, p. 130). Finch and McGough (1982) commented that "teachers may not want students to rate their instruction because of various concerns, such as instrument inaccuracies, lack of student maturity, and fear of new and different information" (p. 293).

Some doubt regarding the quality of student evaluations in terms of their validity and reliability has been expressed in the literature. While Seldin (1980) advocated that student evaluations were reliable and valid, the University of Alberta Committee for the Improvement of Teaching and Learning (1979) reported that student evaluations were neither reliable nor valid. Borich (1977) also noted that:

> The validity of student ratings is a problem. Considerable halo effect is found when students rate their teachers on several traits. As expressions of feeling, student ratings unquestionably have validity (p.266).

In view of such conflicting views regarding the validity and reliability of student evaluations of faculty, considerable caution must be exercised in interpreting information provided by students. Reliability of student evaluations may be improved by "having students focus on discrete observable behavior" (Borich, 1977, p. 267).

Several recent studies have shown that student evaluations of faculty are affected by extraneous factors. Instructors of small classes tend to receive higher ratings than instructors of large classes (Perry and Baumann, 1973; McDaniel and Feldhusen, 1971; Aleamoni, 1981). Instructors of optional classes tend to be rated higher than those of compulsory courses (Gage, 1961; Lovell and Haner, 1955). Instructors of senior courses tend to receive higher ratings than those of junior courses (Gage, 1961; Pohlmann, 1975). Some writers (Clark and Keller, 1954; Downie, 1952; Gage, 1961) reported that instructors of higher rank tended to receive higher ratings than junior ones. On the other hand, other writers (Aleamoni and Graham, 1974; Aleamoni and Yimer, 1973; Linsky

and Straus, 1975) reported that they did not find any significant relationship between instructor rank and student ratings. Instructors of popular courses tend to be rated higher than those of less popular courses (Hoffman, 1978; and Whiteley, 1974). All these variables appear to affect the validity of student evaluations.

A specific problem regarding student evaluations of faculty has to do with data collection procedures. The development and administration of student rating instruments seems to present problems (Stainback, Stainback, Schmid and Suroski, 1975). Another major concern about student evaluations of teachers is whether or not such evaluations should be anonymous. Konrad (1986) recommended that "written comments by students should be made anonymously and provided directly to the instructor after the course is over" (p.31). McBrearty (1982) argued that while anonymity in student evaluations of teachers may encourage students to be frank and honest, it has many disadvantages such as being unfair to the teaching staff; encouraging students to be irresponsible; and assuring lowered academic standards and inflated grades. McBrearty advocated that anonymous student evaluations of teachers should be abolished.

In order to improve student evaluations of instructors, the following strategies should be exercised: (a) all those persons involved in student evaluations should work as a team; (b) teachers should be involved in the design and the use of the instruments; (c) the evaluation program should contribute to a free atmosphere in which students can communicate their views, suggestions and recommendations to the instructor at any time during the course; (d) adequate resources should be provided to support the evaluation program; and (e) student ratings of instructors should be supplemented with ratings from other sources that provide additional information about teaching. If the data for student evaluations could be carefully collected, accurately analyzed, interpreted, and reported, student evaluations should make useful contribution towards teaching improvement, and administrative personnel decisions.

Evaluation by External Experts

External experts have been involved in the evaluation of teaching staff in many institutions. The utilization of external experts in teacher evaluation has the advantage of objectivity in the evaluation process, which may not be easily achieved by internal evaluators. External experts may also have the advantage of bringing into the institution new expertise that might not be available within the institution. Jedamus, Peterson and Associates (1980) observed that some colleges and universities have developed procedures for systematically engaging experts from outside the institution to evaluate their teaching staff.

Although the utilization of external experts in teacher evaluation programs has been supported by many institutions, some serious concerns have also been expressed regarding their involvement. Sometimes external experts may have preconceived notions or unrealistic expectations about a teaching job, which may contradict the beliefs of teachers within an organization. In such cases, conflicts may develop between the teachers and external experts regarding evaluation criteria and procedures; what should be the role of teachers in their evaluation; how and to whom information from teacher evaluation should be reported; and how and for what purpose information from teacher evaluation should be used.

In some cases, external experts may not be conversant with the approaches to teaching applied in an organization. Sometimes external experts may spend only a short time in an organization to evaluate teachers and then make their reports. In such cases, the validity of the information presented by such experts may be doubted. Finally, it may be costly, money and time wise, for an organization to hire external experts to evaluate teachers. In view of these shortcomings, the utilization of external experts in teacher evaluation is quite limited.

For the purpose of increasing the content credibility of evaluation, the literature supports collecting evaluation information from more than one source. Administrators, colleagues, instructors themselves (self-evaluation), students and subject specialists are likely to provide useful information which may be used in both formative and summative teacher evaluation. However, careful attention must be paid to the major concerns regarding the utility of these types of evaluation personnel, with a view to coming up with a valid assessment of the teachers evaluated.

Evaluation Criteria

One of the most critical issues in teacher evaluation programs is to define the criteria that should be used to evaluate teacher effectiveness. Criteria in this context relate to characteristic qualities or actions that are expected of teachers. There does not seem to be a clearly defined consensus as to what constitutes "good" teaching and which, therefore, could be the focus of an evaluation procedure. In this section, particular attention is paid to the categories of criteria as given by Mitzel (1960), and Braskamp, Brandenburg and Ory (1984). A critical discussion of the utility and shortcomings of process, product and presage criteria are also included.

Despite the varying views regarding what criteria define "good" teaching, four criteria of effective teaching seem to be popular in the literature, from the perspectives of faculty, administrators, and students. These include sound knowledge of teaching methods, thorough mastery of subject matter, good rapport with students, and effective communication.

Criteria Categories

Criteria used in teacher evaluation have been categorized differently by different researchers. The categories that have been used in previous studies include those of Mitzel (1960), Meeth (1976), and Braskamp, Brandenburg and Ory (1984). Mitzel

(1960, p.1488-1491) proposed three categories of criteria used in evaluating teacher effectiveness: process, product and presage criteria. This categorization of criteria has received much support in the literature (Rogers, 1970; Volk, 1972; Cooper, 1972; Cadman, 1977). Meeth (1976) proposed three categories of criteria for instructor evaluation: immediate, intermediate and ultimate criteria. Immediate criteria focus on the learning experiences, particularly the level of the student satisfaction. Intermediate criteria are based on the process or methodology of teaching -- course organization, presentation, motivation, evaluation, and so on. Ultimate criteria focus upon instructional outcomes, including such matters as attainment of instructional goals, attainment of student goals, and student achievements in the learning process.

Braskamp, Brandenburg and Ory (1984) proposed that criteria for judging instructor excellence be placed into three categories -- input, process and product. This categorization is more or less similar to that of Mitzel discussed above. According to Braskamp, Brandenburg and Ory, input criteria focus on the question, "What do students and teachers bring to the classroom?" They involve judging the excellence of the instructor on the basis of what has occurred before the course even begins, for example class size, educational backgrounds, and experiences of both the students and the instructor. These writers pointed out that although input criteria need to be taken into account, information focused on these factors would yield a rather incomplete portrayal or assessment of teacher performance. Process criteria, according to Braskamp, Brandenburg and Ory, focus on what the instructor does in the classroom and in organizing and managing the course. The questions relevant to process include, "What does the instructor require of the students (e.g., discussion)?" and "How does the instructor relate to the students both in and out of the classroom?" Finally, product criteria, according to Braskamp, Brandenburg and Ory, focus on the amount of student learning: "What do students learn or accomplish in the course?"

Although these categories differ in certain aspects, they seem to focus on at least three important areas of concern in teacher evaluation: (a) instructor's and students' background experiences; (b) instructor's teaching methodology; and (c) students' accomplishment in the learning process. A combination of all these categories of criteria in teacher evaluation programs would be quite appropriate in order to obtain a holistic picture of teacher performance and other related variables.

The categories of evaluation criteria that were emphasized in this study were those of Mitzel (1960). The elements of Mitzel's categories of criteria are presented and discussed below, with major emphasis on the merits and major concerns of each element.

Process Criteria

Evaluation based on process criteria is used extensively as a general approach in teacher evaluation. The approach is based on the assumption that teacher performance in the classroom is of paramount importance in successful teaching. Process criteria include actual activities taking place in the classroom in the process of teaching, all observable teacher and student behaviors and interactions. The utilization of process criteria in teacher evaluation practices has been reported by many researchers. Rogers (1970) found that process criteria were stressed by high school principals in Alberta when evaluating teacher competence. Cooper (1972) made a similar observation regarding evaluation of community college instructors in Western Canada. Volk (1972) observed that urban Saskatchewan school teachers "tended to prefer the emphasis to remain on process criteria ... " (p. 140). Cadman (1977) observed that Alberta nursing instructors "prefer that criteria of process -- presage nature receive the greatest emphasis in nursing instructor evaluation" (p. 132). All these observations agree with the conclusion that "almost all teacher evaluation is based on teacher performance ... regardless of the use to be made of the evaluations" (Medley, Coker and Soar, 1984, p. 19).

A major concern about the utilization of process criteria is the difficulty in determining which process should be judged. The essential problem is to define "the logical, empirical and theoretical grounds for the choice of any particular set of pedagogical behaviors as the basis for evaluation of teaching" (Johnson, Rodes & Rumery, 1975a, p. 173). Such grounds must be clearly defined in teacher evaluation practice. Another concern about process criteria relates to the possibility that the evaluator may judge teacher performance without considering how such performance relates to student learning.

Product Criteria

The main emphasis in product evaluation models is on the result or outcome of instruction rather than on the process of instruction. Some indicators of product measures include changes in students' behavior, growth in skills, knowledge of subject matter and changes in attitudes. The basic means of identifying that students have indeed learned something are (a) to measure what they have actually achieved in tests, quizes, exams, projects or other forms of assignments, and (b) to observe the kind of answers students give in class or the questions they ask. Some supporters of product criteria (Bolton, 1973; Johnson, Rhodes and Rommery, 1975; Borich, 1977; Brooke, 1984; Seldin, 1980) have argued that since the main purpose of teaching is to promote student learning, the most obvious and direct way of assessing teacher effectiveness would be to determine what students have gained.

Other supporters (Tyler, 1958; Cohen and Brawer, 1969) contend that student achievement is the " ultimate" measure of teaching effectiveness. Duncan (1984) said that "since the ultimate aim of teaching is student learning, it would seem reasonable to assess teacher competence or performance by measuring student achievement on test scores" (p. 22).

Even from students' and the public's points of view, what students have achieved in the classroom would seem to be a very important indicator of teaching effectiveness. Clark (1980) noted that "student achievement under the tutelage of a given instructor is the fundamental indicator of teacher performance in the minds of students and the lay observers of the educational scene" (p. 93). A further observation is that student achievement seems to be the most valid measure of teaching effectiveness as compared to other available measures (Brooke, 1984; Duckett, 1984).

Whereas there is some logic to using product criteria as a measure of instructor effectiveness, the inherent problems associated with this approach render product models impracticable. First, there is the problem of defining how student achievement data should be collected. There seem to be differing views about what should constitute the best method of measuring student achievement. Seldin (1980) suggested that both direct and indirect measures of student learning should be employed to assess teacher effectiveness. According to Seldin, direct measures of student learning include a combination of behavioral objectives and criterion-referenced tests. Indirect measures include the "observance of student progress in subsequent courses in the same discipline as an indicator of the quality of prior learning experience" (p. 103).

A second major concern about the utilization of student achievement as a criterion is that there are many variables that influence student learning over which the teacher has no control and which make interpretation of achievement measures difficult (Ryans, 1975). These include (a) students' general academic ability, intelligence, motivation to learn (Seldin, 1980; Braskamp, Brandenburg and Ory, 1984); (b) study habits, writing ability on essay exams, ability to show knowledge on multiple choice exams, and subjective image of the student in the teacher's mind, favorable or unfavorable (Seldin, 1980). Borich (1977) commented that " the educational results obtained in particular classroom ... are determined by many things besides the skill and effort of the teacher"

(p. 25). Ryan and Hickcox (1980) observed that product criteria "have not been too important in evaluation practices, partly because of inability to measure precisely the gains which can be attributed to teaching performance" (p. 79). Brooke (1984) cited two other concerns regarding the measurement of student achievement that should be taken into account: (1) students' responsibility for learning, and (2) the difficulty experienced in measuring student achievement.

Some concern has also been voiced regarding the relationship between teacher performance and student achievement. In this connection, the use of student achievement measurements in teacher evaluation is dependent upon how the teacher's role is viewed. Duckett (1983) said that:

> If the primary role of teaching is to help students learn, then achievement measures are directly related. If, on the other hand, the primary role of the teacher is to provide a good learning environment, then achievement measures may be informative but are a less direct measure of teacher effectiveness. (p. 14)

The reliability of student scores as a measure of teacher effectiveness has also been questioned in the literature. Generally, the reliability is low (Rosenshine, 1970). Duckett (1983) recommended that student achievements should be used cautiously and with appropriate consultations with the teachers themselves. Tests used in measurement of student achievements should be reliable and selected in such a way that they are able to measure the content which is taught by teachers. Teachers should be involved in discussions about what tests and techniques should be used.

The success of the utilization of student achievement as a measure of instructor effectiveness requires proper strategies for identifying and resolving whatever problems arise. Clark (1980) cited five major problems that must be resolved before student achievement testing could be used in instructional assessment: (a) the institution or department should specify what is expected of a student as a result of following a particular course; (b) once the goals have been identified, test instrument or other

measurement procedures must be developed to measure student accomplishment; (c) the test instruments must be administered under optimum conditions for the students; (d) testing results must be utilized in ways that are both psychologically valid and of genuine benefit to the students and instructors; and (e) the entire student achievement program must be supported by both instructors and administrators and be one to which they are willing to give their efforts. Ellena (1961) cautioned that student gains should be used to evaluate teacher effectiveness only when adequate recognition is given to other factors which influence test marks. Duke and Stiggins (1986), expressing their views on the use of student tests, concluded that student achievement data used in teacher evaluation should be sensitive to day-to-day instructional priorities, used jointly by the teacher and the evaluator, and used to promote teacher improvement.

Presage Criteria

In teacher evaluation practices, such qualities as the teacher's personality, cooperation with other members of staff, loyalty to authority, reliability, and leadership capability, may be taken into consideration, especially for summative purposes. Presage criteria have been used in many institutions to assess teacher effectiveness. Bowers and Soar (1962, p. 310) observed that in the analysis of classroom interaction, teaching methodology and general classroom atmosphere, and teacher personality traits were important. Rogers (1970, p.104) observed that presage criteria were employed by Alberta principals when evaluating teachers for administrative promotion. Cooper (1972, p.139) confirmed that in the evaluation of college instructors for administrative positions in Western Canada, presage criteria were rated highly.

Whereas presage criteria may be important in summative evaluation, there seems to be no clear evidence that connects such criteria to teaching effectiveness. Some critics (Fattu, 1962; Philips, 1968; Flanders, 1969) have argued that there is no significant

relationship between presage criteria -- such as intelligence, cultural background, socio-economic status, marital status -- and teacher effectiveness.

A variety of criteria may be used in instructor evaluation. These should be established by the evaluators and those to be evaluated. Each type of evaluation criteria seems to have its advantages and disadvantages. This makes the use of multiple criteria quite important in an attempt to deal with the complexity of the evaluation process.

A major concern regarding evaluation criteria seems to be their validity and reliability. In the context of teacher evaluation, the criteria should be related to the needs and conditions of the local setting. Reliability, on the other hand, refers to the degree to which different evaluators agree, using the same criteria, in the evaluations made of a teacher's performance. Whatever the case, criteria used should be reliable and valid.

Evaluation Practices

A number of issues in evaluation relate to practices such as collecting information about teachers. The literature seems to advocate the application of multiple procedures for obtaining evaluation data. According to Brooke (1984) there are two basic reasons for using "multiple indicators" in teacher evaluation: (1) more evidence is more likely to yield a true picture than less evidence, especially if each kind of evidence is subject bias or unreliability of some kind, in some degree; and (2) each indicator, or some source of information has its particular strengths and weaknesses.

Peterson and Ward (1980) observed that teacher evaluation "is based on data which may be collected either formally or informally. Many principals and supervisors rely largely on informal feedback from students, parents, other teachers" (p. 8). Some of the procedures that have been popularly used by administrators and researchers include student reports (Peterson, 1984); peer reviews (Millman, 1981; Peterson, 1984; Brooke, 1984); teacher tests (Millman, 1981; Peterson, 1984); classroom visitation (Peterson,

1984; Millman, 1981; Braskamp, Brandenburg and Ory, 1984); student questionnaires (Brooke, 1984); interviews (Millman, 1981; Braskamp, Brandenburg and Ory, 1984); letters of recommendations (Doyle, 1975); and teacher self-assessments (Brooke, 1984; Millman, 1981). In this section, five sources of evaluation information, namely, classroom visitation, student questionnaires, student interviews, student achievements, and teacher interviews, will be discussed. Particular attention will be given to supports for and major concerns about the utilization of these procedures.

Observation of the Instructor's Performance at Work

Observation of the instructor's performance may be formal, in which the observer plans the visits and then holds a conference with the observed afterwards, or informal, taking the form of drop-in visits by the observer just to see how things are going on. Observations may either take a few minutes or last for an entire class period. The length of classroom observation varies from observer to observer and institution to institution.

The most common and most practical data collection procedure in formal teacher evaluation is classroom observation. Classroom observation enables an evaluator to see teachers in action and within an institutional context; provides some information about teacher mannerisms; gives some indication about student reactions and attitudes toward the teacher and/or subject being taught; and gives information about classroom atmosphere, student-teacher relationships and the teacher's rapport with students. Braskamp, Brandenburg and Ory (1984) pointed out that observations of classroom behavior "are intended for evaluating the teaching process and its possible relationships to student learning" (p. 64). Evertson and Holley (1981) concluded that "classroom observation is a useful tool in providing the most immediate form of contact with important events" (p. 90).

Finch and McGough (1982), commenting on the merit of classroom observation, said that "it can serve to gather data that would otherwise be lost (p.148)." In his remarks about classroom observation, Duncan (1984) said that "this method is undoubtedly the mainstay of current teacher evaluation practice" (p. 21).

Although the classroom observation procedure has been widely used in teacher evaluation programs as a data gathering tool, there are many limitations associated with the practice. First, there is the problem of lack of reliability and validity because of various reasons: an observer may be biased due to personal prejudices in favor of or against the instructor's teaching activities (Scriven, 1981; Evertson and Holley, 1981); measurement instruments may be poor (Evertson and Holley, 1981); only few classes may be observed which may not reflect typical classroom performance (Evertson and Holley, 1981; Scriven, 1981); and instructor's teaching behavior may be modified by the evaluator's visit (Scriven, 1981). There is also the problem of integrating observation information with information from other evaluation procedures, especially when the observer is ill-informed about evaluation skills.

Another major concern has to do with the question, "What should be evaluated in classroom observation?" According to McDonald (1980), what should be evaluated should have three characteristics: (1) the teaching performance should have a critical effect on learning; (2) it should be a performance that can be controlled by the teacher; and (3) the teacher in enacting the performance will be in fact a primary causal agent of learning and growth. Some of the areas that a classroom observer should focus on include subject content: organization, suitability, and presentation (Braskamp, Brandenburg and Ory, 1984); instructor's involvement of students in the learning process (Braskamp, Brandenburg and Ory, 1984); classroom climate (McGreal, 1983); Gudridge, 1980); management skills (McGreal, 1983); and use of teaching resources. Classroom observation also raises a concern about how evaluation data should be

recorded. There does not seem to be a general consensus on a universal way of recording observation data. Some observers may actually take notes; others may simply sit in the classroom and not record anything. Some observers may use check lists based upon job descriptions or characteristics of "good teaching."

A further concern regarding classroom observation has to do with the kind of approach the observer should use. Lewis (1982) outlined three approaches to classroom observation: (a) checklists based upon job descriptions and principles of teaching; (b) clinical supervision, which emphasizes communication between the evaluator and evaluatee as being very important; (c) participant observation, or educational ethnography, an approach which places the observer in a position of studying the total classroom and all of its interactions and collecting data on classroom happenings. A combination of these approaches may be used to gather similar data.

A final concern regarding classroom observation deals with ethical and legal considerations of the practice. The use and value of classroom observation depends upon the extent to which it is physically and legally accepted and teachers are protected against arbitrary or biased evaluation (McDonald, 1980, p. 90). Evertson and Holley cautioned that written observation comments "can be challenged by the person being observed" (p. 98).

Although classroom observation has been widely supported in the literature, its utility as a teacher evaluation practice has many limitations. In view of these limitations, some critics feel that classroom observation "should not be included as part of the formal evaluation procedure" (Sullivan, 1974, p. 144). In order to improve classroom observation procedures, the following suggestions should be considered: observers should respect those observed; observers should share their observation experiences with the instructors involved; information from classroom observation should be supplemented with feedback from other evaluation procedures; an observer's classroom

visit should be carefully planned, timed, and properly focused; and classroom observation should be done with the consent of the person to be observed. Evertson and Holley (1981) listed some steps that should be taken into account in effective classroom observation. These include: observation procedures should be systematic, with reliable and valid instruments; the observation system should be well understood; classroom observer must learn to look at the classroom in a way defined by the instrument if it is to be used effectively and is to capture data desired; categories to be used in observation system should be carefully defined and decisions must be made in advance as to how to record events that do not clearly fit any of the categories; and time and length of observation should be appropriately selected. If these guidelines are carefully followed, they may help observers to overcome some of the potential problems associated with observational practices and procedures.

Teacher Interviews

One of the most widely used approaches in the selection of teachers for various positions is the teacher interview. It is also the "principal method of conveying a performance appraisal to the employed teacher" (Haefele, 1981, p. 41). Teacher interviews "have been widely used in the past and are an essential component of some of the modern evaluation strategies" (Duncan, 1984, p. 21). Teacher interviews may be used to supplement other evaluation procedures. An evaluator may conduct such interviews with teachers "prior to an observation to determine their goals, how they feel about the particular class, and what instructional strategies they would like to demonstrate" (Brown, 1983, p. 12). Teacher interviews may also be held after classroom observations so that both the observer and the observed may reflect upon observation experiences.

Through interviews, an evaluator may get some information about personal context of the teachers, teachers' feelings toward their students, teachers' specific teaching goals, and teachers' personal problems and concerns that may not be easily expressed in writing. The interview approach may reveal detailed, personal information that may not be possible to get through other means. Finch and McGough (1982) concluded that the interview process may provide detailed information -- for example about deep-rooted needs and emotions -- that may not be possible to get through self-report instruments.

A major concern regarding the utilization of teacher interviews is that an evaluator may waste time with the person being evaluated on irrelevant matters. This problem may arise especially if the interview is not properly and carefully planned. Finch and McGough (1982) cautioned that:

> It must be kept in mind ... that interviews are not loosely organized talk sessions. Before any contact is made with persons, an interview guide must be developed which contains specific questions with sufficient structure to ensure that information gathered will serve a meaningful input for planning and implementation (p. 148).

A critical part of an interview schedule is careful advance planning. Perhaps it would be appropriate if both the interviewer and the interviewee jointly plan the interview.

Students as Data Sources

Since students are the beneficiaries of instruction, some information probably should be obtained from them, directly or indirectly, as an indication of teachers' effectiveness. There are many methods by which information from students regarding teaching effectiveness may be obtained. These include student questionnaires and student interviews. Each of these methods has specific strengths and weaknesses.

Student questionnaires may be used to uncover an instructor's strengths and weaknesses in teaching performance. Where appropriate, necessary adjustments can then be made following feedback from such questionnaires.

There are many areas of concern about the utilization of student questionnaires. First, there is the question of reliability and validity. Reliability in this context refers to the "capacity of a questionnaire's producing constant responses on any given occasion" while validity refers to the "ability of the questionnaire to measure what it is supposed to measure" (Brooke, 1984, p. 5). Some researchers are of the opinion that questionnaires are improper tools for evaluation because they involve "ratings on non-universalized indexes" (Scriven, 1981, p. 253) and "do not adequately measure such things as choice of subject matter, development of course and laboratories, and activities outside the classroom such as writing of texts and articles and participation in teaching and courses and curricular committees" (Braskamp, Brandenburg and Ory, 1984, p. 101). In view of these shortcomings, student questionnaires may have limited validity and reliability.

The second major concern about student questionnaires relates to the quality of the questions asked. Poorly worded or irrelevant questions may defeat the purpose of the evaluation. The questions should be carefully and appropriately constructed. The final major limitation regarding the utility of student questionnaires concerns the administration of the questionnaires. Proper administration of the questionnaire is a necessary measure of the objectivity of the whole evaluation procedure. In administering the questionnaire, the instructor who is to be evaluated probably should not be present during the evaluation. This strategy has a dual function, that of avoiding any biases that might occur and protecting student anonymity.

Both formal and informal student interviews have been used in teacher evaluation programs. Properly conducted student interviews may reveal detailed information about an instructor's strengths and weaknesses. Student interviews may encourage students to

speak their minds freely. Through an interview, an administrator or supervisor has the opportunity of putting students at ease, thereby obtaining more detailed information about the teacher's performance.

A major concern that has been voiced by some critics is that interviews are time consuming. The cost of conducting student interviews is "substantial relative to student ratings or written appraisals" (Braskamp, Brandenburg and Ory, 1984, p. 57). Information from interviews, which is basically qualitative, is difficult to translate into quantifiable terms. A final concern about interviews is that they demand special interview skills which an interviewer may not possess. Multiple methods of collecting data for instructor evaluation would be appropriate. This research approach is called triangulation. Jick (1979) commented that triangulation

> can capture a more complete contextual portrayal of the unit(s) under study ... the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods. (p. 603-604).

The literature suggests that information from whatever source, and gathered using whatever instrument, needs to be assessed in terms of its validity and reliability. Evertson and Holley (1981) advocated that "evaluators must be sensitive to the need for and acceptable degree of reliability and validity for an observation component in a teacher appraisal system" (p.105). According to Evertson and Holley, there are two major reasons why reliability is of important concern: reliability is a precondition of the success of the instrument in measuring what it is supposed to measure, that is, it is a prerequisite of the validity of the instrument; and unless an instrument measures a variable relatively consistently, there is little hope of determining by means of that instrument whether changes in that variable are the result of other variables or merely the unreliability of the instrument.

Two other factors that are important regarding the quality of evaluation data collected are generalizability and utility (Doyle, 1975). Generalizability deals with the

question, "How well does the sample of information portray the totality of the instructors?" Utility refers to the purposes that the data can serve. These factors must be taken into account in an evaluation practice. It seems that the extent to which any data collection procedure is used depends on how much and what kind of information is desired for what purpose.

Reporting Evaluation Results

One of the most critical factors that affects the success of teacher evaluation program is the manner in which evaluation results are reported. Even where the results obtained are quite appropriate, they would probably serve no purpose if the reporting is done poorly. Administrators and evaluators should carefully and properly plan well in advance, how evaluation results will be reported, what will be reported, and who will be the consumers of the reports. Some of the factors that administrators and evaluators should consider in reporting evaluation results include an assessment of the amount of information to be reported, the intended audiences, the most appropriate media for reporting the results; the most appropriate time when the results should be reported, and how evaluation results would be reported.

Duckett (1983) suggested that the following procedures should be taken into account in reporting evaluation results: different reports should be used for different audiences; teachers should be involved in reviewing and writing evaluation reports; the reports should be brief and understandable; unnecessary jargon should be avoided; the evaluator should have reports ready early enough to be used when needed; the evaluation results should be presented in a problem-solving manner; and appropriate descriptions of the results should be made, without any personal biases.

A key element in reporting evaluation results is communication. The audience should be able to understand the contents of evaluation results. Braskamp, Brandenburg

and Ory (1984) observed that "how evaluation information is communicated is as important as the content" (p. 81). They further added that:

> Communicating evaluative information is best viewed as an ongoing process, especially if the purpose is for improvement. In our opinion this phase is too often slighted. It has been suggested that one third of all the effort in evaluation should be communication and discussion -- a dialogue among the appropriate parties (p. 80).

There are two common formats for reporting evaluation results. These include verbal communication on a one-to-one basis, in which the evaluator and evaluatee enter into a dialogue in a problem-solving manner. This seems to be an important strategy especially in formative teacher evaluation. Written communication in which an evaluator makes a written report on evaluation findings is the usual practice in summative teacher evaluation. The appropriate format to be used in reporting evaluation results depends on the purpose of the evaluation and the type of audience for whom the evaluation is done. Whatever the nature of the format used in reporting evaluation results, all of the comments, positive or negative, should be explained to the recipients of the results.

Summary

In this chapter is presented a review of the literature relevant to developing the conceptual background of the study. The main areas addressed were personnel involved in evaluation, criteria, and evaluation practices.

The literature indicated that instructor evaluation might involve administrators, departmental heads, colleagues, teachers being evaluated, students, and external experts. Each of these evaluators had some major strengths and shortcomings. Mitzel's categories of process, product and presage seemed to have high priority in the evaluation of instructor effectiveness; presage criteria were mostly utilized when evaluating instructors for administrative responsibilities. Each of these categories of criteria has its major strengths and weaknesses. The literature cautioned that, since there was no universal

definition of "good teaching," criteria used in teacher evaluation should be clearly defined in terms of the purposes of the evaluation program.

A wide variety of evaluation procedures was cited in the literature. The procedures that received higher priorities were classroom visitations by administrators, peers, departmental heads and external experts; teacher interviews; student questionnaires and interviews. The least advocated data collection procedure in teacher evaluation was the use of teacher tests. Each of the procedures suggested has particular strengths and weaknesses. However, the literature suggested that three major concerns -- validity, reliability and dependability -- should be taken into consideration in any data gathering procedure. In reporting teacher evaluation results, the major procedures discussed included preparation of different reports for different audiences, involving teachers in reviewing and writing their reports, summarizing the main evaluation experiences in an understandable manner, getting the report ready early enough, presenting the evaluation report in a problem-solving manner, and avoiding inclusion of personal biases.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

The research methodology employed in this study was designed to obtain the opinions and suggestions of Kenyan college principals and instructors about instructor evaluation practices and procedures. This chapter gives an account of the methodology and procedures used in the study and provides the rationale for their selection. The chapter concludes with a description of the participants in the study.

Instrumentation

The instrument used in this study was the questionnaire. The questionnaire was developed by the researcher from similar surveys conducted by Rogers (1970), Volk (1972), Cooper (1972), and Cadman (1977). In the process of questionnaire development, the key elements common to all the above similar surveys, namely, personal and professional information, instructor evaluators, evaluation criteria, and general questions were considered. The development of the questionnaire involved identifying and scrutinizing the elements mentioned and isolating the ones that were relevant to the study.

Questionnaire Development

The initial draft of the questionnaire was a nine-page document consisting of four sections: (a) personal and professional information; (b) existing and preferred evaluators; (c) existing and preferred evaluation criteria; and (d) general questions. The original plan was to test the instrument on a sample of selected Kenyan college principals and instructors. However, because of difficulties in reaching the intended respondents, and shortage of time for completion of the study, the pilot test had to be conducted in Canada.

The original draft of the questionnaire was pilot tested on a former college instructor in Kenya, now teaching in Canada, and thirteen graduate students in education at the University of Alberta. One of these was from Kenya, two were Australian teachers and ten were Canadian teachers all on study leave. The researcher explained to the participants that the purposes of the pilot were to (a) help the researcher to decide whether or not the study was feasible; (b) enable the researcher to assess the appropriateness and practicability of the instrument; and (c) enable the researcher to determine whether or not further refinement was needed. After the pilot test, the researcher modified the questions in accordance with suggestions received.

Refinements to the questionnaire on the basis of the pilot test included rewording instructions and items, improving response keys, simplifying some questions, and changing the format.

Structure of Questionnaire

The final draft of the instrument (Appendix B) was a ten-page questionnaire consisting of five sections. The first section was designed to obtain information about the respondent's specific personal and professional characteristics such as position in college, age, years of experience in teaching profession and in college teaching, professional and academic qualifications, and number of times of formal evaluation since posted at teachers' college. This background information was deemed important in terms of helping the researcher to determine relationships between these characteristics and perceptions of or preferences for evaluation practices and procedures.

The second section, entitled "Personnel Involved in Evaluation", consisted of opinion responses about the personnel involved in instructor evaluation. These included, among others, the Senior Inspector of Schools and colleges, subject specialists from the Inspectorate, and curriculum planners from the Kenya Institute of Education (K.I.E.). The responses were ranged on a scale from 0 to 5. Zero indicated that the respondent had

no information about personnel involved in evaluation, a "1" indicated that personnel were never involved while "5" indicated that the personnel was always involved in instructor evaluation. The respondent was asked to indicate both the extent of existing and preferred involvement of each of the personnel in instructor evaluation.

The third section consisted of questions about evaluation criteria for college instructors. Twenty-nine criteria which may be used in evaluating instructors were listed. These included lesson preparation, knowledge of curriculum, preparation of schemes of work, and so on. The responses ranged from 0 to 5, with zero signifying no importance, and five denoting very great importance. The respondents were requested to indicate the extent of importance presently given and which should be given to each criterion in instructor evaluation. The categories of criteria used in this study were based on Mitzel's categories of process, product, and presage criteria (Appendix C). It was deemed appropriate to use Mitzel's categorization of criteria because other researchers (Rogers, 1970; Volk, 1972; Cooper, 1972; Cadman, 1977) had used the same categorization of criteria in similar surveys and obtained useful results. The respondents were also requested to add any other criteria which were used or which should be used in evaluating college instructors, and to indicate the extent to which each added criterion was being used or should be used in instructor evaluation.

The fourth section consisted of opinion responses about instructor evaluation practices. Twelve practices which may be used in instructor evaluation were listed. These included conducting classroom visitations in which the instructor is observed, obtaining information from students by means of a questionnaire, and obtaining information from students about an instructor's work through face-to-face interviews, and so on. These practices were scaled from 0 to 5. Zero designated no importance, while five denoted very great importance. The respondents were asked to indicate the extent of importance presently given and which should be given to each practice in instructor evaluation.

The last section consisted of four open-ended questions about major strengths and weaknesses of existing instructor evaluation practices, and the changes the respondents believed should be made in the existing evaluation practices. The respondents were also requested to make any other comments about the personnel involved in evaluation, the criteria used, and about the instrument and/or the study. Included in this section was one opinion response about the degree of satisfaction of the respondents with existing instructor evaluation practices. The response was scaled from 1 to 5, with one denoting highly dissatisfied response, and five denoting a highly satisfied response.

Data Collection

The population for this study consisted of Kenyan college principals and instructors who were actually employed in the primary and diploma teachers' colleges. Five out of a total of 6 diploma colleges were included in the study. Diploma colleges train teachers to teach in secondary schools. The 13 primary teachers' colleges which participated in the study were randomly selected from among the 17 primary teachers' colleges in Kenya. One of the primary teachers' colleges included in the study was private. Primary teachers' colleges train teachers to teach in primary schools. The sample was randomly selected from the principals and instructors employed at the teachers' colleges. The criteria for selecting the respondents were (a) willingness to participate in the study, and (b) currently employed in the teachers' colleges. Altogether 18 colleges out of a total of 23 (see map showing Teachers' Training Colleges in Kenya, Appendix D) were sampled.

Permission to conduct a research project was sought from the Office of the President, Research Division, Nairobi, in April 1987 (Appendix E). The researcher's initial plan was to travel to Kenya and to visit each of the colleges in order to explain the purpose and the design of the study. At the meeting the researcher proposed to distribute a package of an envelope containing an instrument and a covering letter to each instructor

and principal. The researcher also planned to request the principal of each college to collect completed questionnaires from the participants of his/her college and to keep these until the researcher collected them from the college.

In order to supplement information obtained from questionnaire survey, the researcher had planned to conduct interviews with five college principals selected at random, the Director of Kenya Institute of Education (K.I.E.), the Senior Inspector of Schools and Colleges, and the Secretary to the Teachers' Service Commission (T.S.C.), regarding their views about college instructor evaluation practices and procedures. An initial letter was to be sent to these persons which outlined the purpose and usefulness of the interview and of the study as a whole.

Due to some unforeseen circumstances, however, the researcher was unable to travel to Kenya to collect data as previously planned. Consequently, the researcher arranged with an agent in Kenya to collect data for the study.

At the end of April, 1987, covering letters and 320 copies of the questionnaire were sent to the agent to distribute to the respondents in 19 teachers' colleges in Kenya, of which six were Diploma teachers' colleges while 13 were Primary teachers' colleges. The colleges were given code letters, from A to S. The covering letters (Appendix D) explained the purpose of the study, requested the completion of the instrument within five days, and assured the respondents of confidentiality. The letters also requested the instructors to return the duly completed questionnaires to their principals. Separate letters were addressed to the principals, requesting their cooperation and assistance in distributing questionnaires to their instructors and in receiving the completed ones. The letters and questionnaires were distributed to the respondents in May, 1987. The agent visited eight of the colleges that were near enough to distribute the letters and the questionnaires. For those colleges that were in other provinces the agent sent the questionnaires and letters by mail to college principals, together with stamped self-addressed envelopes for mailing completed questionnaires. The agent made several visits

to the eight colleges in the months of June to August and collected some completed questionnaires. Completed questionnaires from other colleges were mailed to the agent. The college principals who were late in returning their questionnaires were telephoned. One principal of a Diploma teachers' college returned the questionnaires to the agent uncompleted, after keeping them for about one and a half months without giving them to his instructors. This principal, when contacted, said that his college was too busy with other things to worry about research in college teaching. The questionnaires from this colleges were later distributed to another college that had received one questionnaire for the principal. Thus, the questionnaires were distributed to 18 teachers' colleges instead of the 19 that was previously planned. By the end of August, 1987, a total of 247 questionnaires were received, making a return of 78.2%. Table 3.1 summarizes the returns of the questionnaires from the colleges. Out of 18 colleges that received the questionnaires, four did not send in their returns. These were all Primary teachers' colleges.

There was much variation in the number of instructors mentioned by the respondents for each of the colleges. For the purpose of making tables, the researcher relied on the mode of the number of instructors indicated by the respondents in the questionnaires. The total number of instructors indicated in Table 3.1 is, therefore, only approximate. Since there were no returns from four colleges, it was impossible for the researcher to know how many instructors there were in those colleges.

Methods of Data Analysis

In September, 1987, the questionnaire data regarding existing and preferred evaluation of college instructors were coded appropriately for computer analysis and transferred to computer file. The information obtained from the analysis included (a) frequency and percentage distributions of the respondents by position, age, years of

Table 3.1

Summary of Questionnaire Returns from Teachers' Colleges

College	Status	Approximate number of instructors	Number of questionnaires distributed	Number of questionnaires returned	Sample %
A	Diploma	60	31	15	6.1
B	Diploma	34	31	22	8.9
C	Primary	60	31	29	11.7
D	Diploma	99	31	26	10.5
E	Primary	70	31	22	8.9
F	Diploma	45	31	31	12.6
G	Primary	72	31	28	11.3
H	Primary	58	31	26	10.5
I	Diploma	70	31	18	7.3
K	Primary	50	32	25	10.1
L	Primary	60	1	1	0.4
M	Primary	26	1	1	0.4
N	Primary	70	1	1	0.4
S	Primary	75	2	2	0.8
	Total	746	316	247	100.0

experience in the teaching profession and in college teaching, professional/academic qualifications, and number of times of formal evaluation at teachers' college; (b) frequency and percentage distributions of the degree of satisfaction of the respondents with existing instructor evaluation practices; (c) frequencies of mention of the extent of involvement of various types of personnel in existing and preferred evaluation of instructors; (d) frequencies of mention of the importance given to existing and preferred evaluation criteria; and (e) frequencies of mention of the importance given to existing and preferred evaluation practices. The frequency and percentage distributions were used to

compare the respondents' views regarding practices and preferences associated with evaluation personnel, criteria and practices.

Analysis of variance and t-tests were used to determine the statistical significance of differences among and between various categories of respondents in relation to personnel, criteria and practices. The categories were established on the basis of the personal and professional variables of age, experience in teaching profession and in college teaching, position in college, number of times of formal evaluation at teachers' college, and the degree of satisfaction with existing instructor evaluation practices.

The open-ended information obtained from the questionnaire was analyzed for content. This involved grouping the information given by the respondents regarding strengths, shortcomings, and improvements of existing instructor evaluation practices into categories, based on some communalities. Frequency counts were also made regarding the respondents' comments and suggestions.

Characteristics of the Respondents

As was indicated above, analyses were carried out to determine the personal and professional characteristics of the respondents. These characteristics included position in the college, age, years of experience, academic qualifications and evaluation experiences.

Position in College

Table 3.2 shows the frequency and percentage distributions of the respondents by position. About 6 percent of the respondents consisted of college principals and vice-principals, approximately 87 percent were instructors and departmental heads, while about 7 percent held other positions in the college.

Age

The frequency and percentage distributions of the respondents by age are presented in Table 3.3. The table shows that over one-half of the college principals and vice-principals were between 41 and 50 years of age. Only two of them were under 30 years of age while four of them were between 30 and 40 years of age. Table 3.3 also reports that nearly 58 percent of the college instructors and departmental heads were between 30 and 40 years of age. About 20 percent were either under 30 or between 41 and 50 years of age, while only only a few were over 50 years of age.

Table 3.2
FREQUENCY AND PERCENTAGE DISTRIBUTIONS
OF RESPONDENTS BY POSITION

Position	Frequency	%
Principal	8	3.2
Vice-Principal	6	2.4
Head of Department	60	24.3
Instructor	155	62.8
Other	18	7.3
Total	247	100.0

Experience in Teaching

The frequency and percentage distributions of the respondents by years of experience in the teaching profession are reported in Table 3.4. The results indicate that one-half of the college principals and vice-principals had between 10 and 19 years of

Table 3.3

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONDENTS BY AGE

	Principals and Vice-Principals		Instructors and Departmental Heads	
Age	Frequency	%	Frequency	%
Under 30 years	2	14.3	41	19.1
30 -- 40 years	4	28.6	124	57.7
41--50 years	8	57.1	45	20.9
Over 50 years	-	-	5	2.2
Total	14	100.0	215	100.0

Table 3.4

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONDENTS BY YEARS OF EXPERIENCE IN TEACHING PROFESSION

	Principals and Vice-Principals		Instructors and Departmental Heads	
Years of Experience	Frequency	%	Frequency	%
Less than 2 years	1	7.1	14	6.5
2 -- 4 years	2	14.3	23	10.7
5 -- 9 years	1	7.1	68	31.6
10 -- 14 years	4	28.6	64	29.8
15 -- 19 years	3	21.4	26	12.1
More than 19 years	3	21.4	18	8.5
No answer	-	-	2	0.9
Total	14	100.0	215	100.0

teaching experience. A few of them had between 2 and 4 or more than 19 years of experience, while only one had less than two years of experience.

The table also shows that over 60 percent of the college instructors and departmental heads had between 5 and 14 years of experience in the teaching profession. About 17 percent had 4 years of experience or less while just over 20 percent had more than 15 years of experience.

Experience in College Teaching

The frequency and percentage distributions of the respondents by years of experience in college teaching are reported in Table 3.5. As is shown in the table, over one-half of the college principals and vice-principals had between 5 and 14 years of experience in college teaching. Only three had less than 5 years of experience and six had more than 15 years of experience. About sixty percent of the instructors and departmental heads had between 2 and 9 years of experience in college teaching. About one-quarter had less than 2 years, and 13 percent had at least 10 years of experience in college teaching.

Professional Qualifications

Table 3.6 presents frequency and percentage distributions of the respondents by professional and academic qualifications. The results in the table indicate that nine of the college principals and vice-principals had Bachelor's degrees, while 5 had Master's degrees. Approximately 57 percent of the instructors and departmental heads had Bachelor's degrees, while the others had either Diploma or S1 or Master's degrees and other qualifications.

Table 3.5

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONDENTS BY YEARS OF EXPERIENCE IN COLLEGE TEACHING

Number of Years College Teaching	Principals and Vice-Principals		Instructors and Departmental Heads	
	Frequency	%	Frequency	%
Less than 2 years	2	14.3	54	25.1
2 -- 4 years	1	7.1	75	34.9
5 -- 9 years	6	42.9	57	26.5
10 -- 14 years	2	14.3	18	8.4
15 -- 19 years	3	21.4	9	4.2
More than 19 years	3	21.4	1	0.5
No answer	-	-	1	0.5
Total	14	100.0	215	100.0

Table 3.6

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONDENTS BY PROFESSIONAL/ACADEMIC QUALIFICATIONS

Professional/ Academic Qualification	Principals and Vice-Principals		Instructors and Departmental Heads	
	Frequency	%	Frequency	%
Diploma/S1	-	-	24	11.2
Bachelor's Degree	9	64.3	123	57.2
Master's Degree	5	35.7	62	28.8
Other	-	-	6	2.8
Total	14	100.0	215	100.0

Table 3.7

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RESPONDENTS BY NUMBER OF TIMES OF FORMAL EVALUATION AT TEACHERS' COLLEGE

Number of Times Evaluated	Principals and Vice-Principals		Instructors and Departmental Heads	
	Frequency	%	Frequency	%
Never	6	42.9	125	58.1
Once or twice	4	28.6	57	26.5
3 -- 5 times	3	21.4	23	10.7
6 -- 10 times	1	10.0	5	2.3
More than 10 times	-	-	2	0.9
No answer	-	-	3	1.4
Total	14	100.0	215	100.0

Formal Evaluation Experiences

The frequency and percentage distributions of the respondents by number of times of formal evaluation at teachers' college are shown in Table 3.7. The table reports that six of the college principals and vice-principals had never been evaluated formally at teachers' college while only one had been evaluated 6 to 10 times. About 58 percent of the instructors and departmental heads had never been evaluated formally, and about one-quarter had been evaluated once or twice. Only about 14 percent had been evaluated at least three times.

Summary

In this chapter was presented a description of the research methodology and procedures. A discussion of the development of the the instrument used in the study as well as the methods of data collection and analysis was also provided. A description of

the respondents' position in college, age, years of experience in teaching profession and in college teaching, professional and academic qualifications, and formal evaluation experiences at teachers' college indicates considerable variation across respondents with clustering in certain categories. As might be anticipated, instructors and departmental heads differed from principals and vice-principals on most characteristics.

CHAPTER IV

ANALYSIS OF INSTRUCTOR EVALUATION PRACTICES AND PREFERENCES

Results of analyzing the data on instructor evaluation practices and preferences are reported in this chapter. The results are presented in four major sections relating to the involvement of various groups or individuals, the importance of selected evaluation criteria, the importance of selected evaluation practices, and the degree of satisfaction with current practices. For purposes of reporting the results, the responses of departmental heads have been combined with those of the instructors. Similarly, responses of principals have been combined with those of vice-principals. Comparisons are made between the existing and preferred responses as well as between the two major categories of respondents.

Personnel Involved in Instructor Evaluation

One of the questions addressed in the study was related to the extent to which various individuals and groups are actually involved in evaluations of instructors and the extent to which they should be involved in terms of the preferences of respondents. Eleven categories of personnel were identified in the questionnaire, and respondents indicated the existing and preferred extent of involvement on a five-point scale ranging from "never involved" (1) to "always involved" (5). A response of "no information" (6) was also provided. The distributions of responses across the scale and mean scores were calculated for each of the categories of personnel. The results are presented first for instructors/departmental heads and then for principals/vice-principals.

Instructors/Departmental Heads

A comparison of the existing and preferred extent of involvement in the evaluation of instructors based on the responses of instructors and departmental heads is presented in Table 4.1. The eleven categories of personnel are listed in rank order from highest to lowest based on mean responses of existing involvement in instructor evaluation. As is indicated by the rank orders, college principals were viewed as having the greatest extent of involvement followed by departmental heads and subject specialists from the Inspectorate. The Senior Inspector of Schools and Colleges, the instructors being evaluated and other instructors formed a cluster in fourth place with a highly similar extent of involvement. Curriculum planners from the Kenya Institute of Education and students had relatively low but similar levels of involvement. According to means of responses, instructors and departmental heads perceived that those least involved in evaluation included the Provincial Education Officer, administrators from the Teachers Service Commission and university personnel.

In Table 4.2 the distribution of responses across the scale have been collapsed into high (always and frequently), moderate (occasionally), and low (seldom and never) degrees of involvement in the evaluation of instructors by different categories of personnel.

More than 60 percent of the respondents indicated that college principals and departmental heads had a high degree of involvement in instructor evaluation. Although about 41 percent reported that students had high degree of involvement, just over 50 percent of the respondents indicated that students were involved to a very limited extent or not at all. A similar pattern of either high or low degrees of involvement is also evident in the distribution of responses for a number of other positions. The lowest degrees of involvement were associated with university personnel (68.2 percent low) and administrators from the Teachers Service Commission (65.4 percent low).

Table 4.1

COMPARISON OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED PERSONNEL INVOLVEMENT IN INSTRUCTOR EVALUATION

	Personnel	Existing			Preferred		
		Mean	SD	Rank	Mean	SD	Rank
1	College Principals	3.8	1.3	1	4.1	1.2	2.5
2	Departmental Heads	3.7	1.4	2	4.1	1.2	2.5
3	Subject Specialists (Inspectorate)	3.1	1.4	3	4.2	1.0	1
4	Senior Inspector (schools and colleges)	2.9	1.2	5	3.9	1.1	5
5	Colleagues (college instructors)	2.9	1.6	5	3.6	1.4	7
6	Instructors being evaluated	2.9	1.6	5	3.8	1.4	6
7	Curriculum planners (K.I.E.)	2.8	1.3	7.5	4.0	1.1	4
8	Students	2.8	1.7	7.5	3.5	1.6	8
9	Provincial Education Officer (P.E.O)	2.4	1.3	9	3.2	1.4	10.5
10	Administrators from T.S.C.	2.3	1.4	10	3.3	1.3	9
11	University personnel	2.0	1.2	11	3.2	1.3	10.5

The data on preferred involvement in Table 4.1 indicate that the preferences of instructors and departmental heads are very similar to existing practices. Principals, departmental heads and subject specialists ranked highest while the Provincial Education Officer, administrators from the Teachers Service Commission and the university personnel ranked lowest in terms of preferred involvement. The other categories ranked between these extremes as in the case of existing practices.

A comparison of the means in Table 4.1 and of percentage responses in Table 4.2 and Table 4.3 indicate that the respondents would prefer a greater involvement by all personnel than is the existing practice. Table 4.3 reveals that over 70 percent of

Table 4.2

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING EXTENT OF INVOLVEMENT IN EVALUATION BY DIFFERENT CATEGORIES OF PERSONNEL

Personnel	N	Extent of involvement		
		High %	Moderate %	Low %
1. College Principals	194	63.4	17.0	19.6
2. Departmental Heads	192	60.9	16.7	22.4
3. Students	174	41.3	7.5	51.1
4. Instructors being evaluated	160	40.0	15.6	44.4
5. Colleagues (instructors in the college)	180	38.9	15.0	46.1
6. Subject specialists from the Inspectorate	176	35.8	26.1	38.1
7. Curriculum planners from the Kenya Institute of Education (K.I.E.)	164	31.1	25.0	43.9
8. Senior Inspector of schools and colleges	164	25.6	39.6	34.8
9. Administrators from the Teachers Service Commission (T.S.C.)	153	20.3	14.4	65.4
10. Provincial Education Officer (P.E.O.)	152	19.7	24.3	55.9
11. University personnel	151	13.2	18.5	68.2

the respondents preferred that subject specialists from the Inspectorate, curriculum planners from the Kenyan Institute of Education, college principals and departmental heads should be highly involved in instructor evaluation. Over 20 percent of the respondents indicated that administrators from the Teachers Service Commission, the Provincial Education Officer and university personnel should have only low degree of

Table 4.3

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXTENT OF PREFERRED INVOLVEMENT IN EVALUATION BY DIFFERENT CATEGORIES OF PERSONNEL

Personnel	N	Extent of involvement		
		High %	Moderate %	Low %
1. Subject specialists from the Inspectorate	197	80.2	12.2	7.6
2. Curriculum planners from the Kenya Institute of Education (K.I.E.)	195	74.4	15.9	7.9
3. College Principals	198	74.2	14.6	11.1
4. Departmental Heads	198	72.2	18.7	9.1
5. Instructors being evaluated	178	66.3	16.9	16.9
6. Senior Inspector of schools and colleges	192	64.3	28.1	7.3
7. Students	188	56.4	14.9	28.7
8. Colleagues (instructors in the college)	188	55.3	27.7	17.0
9. Administrators from the Teachers Service Commission (T.S.C.)	185	45.4	31.9	22.7
10. Provincial Education Officer (P.E.O.)	173	42.2	30.6	27.2
11. University personnel	186	39.2	37.1	23.7

involvement in evaluation of instructors. While about 56 percent of the respondents recommended that students should highly be involved in instructor evaluation, about 28 percent of the respondents felt that students should be involved only to a limited extent in evaluation of instructors.

Principals/Vice-Principals

Table 4.4 reports a comparison of existing and preferred personnel involvement in instructor evaluation on the basis of the responses of college principals and vice-principals. The eleven types of personnel that may be involved in evaluation of instructors are listed in rank order from highest to lowest based on mean responses of existing involvement in evaluation. As is indicated by the rank orders, college principals were involved to the greatest extent in instructor evaluation, followed by departmental heads, instructors being evaluated and subject specialists from the Inspectorate. Curriculum planners from the Kenya Institute of Education and colleagues (instructors in the college) ranked fifth with a similar extent of involvement. The Senior Inspector of Schools and Colleges and students ranked seventh. Based on the mean responses of principals and vice-principals, the Provincial Education Officer, administrators from the Teachers Service Commission and university personnel were least involved in evaluation of instructors.

Table 4.5 reports the frequency distributions of principal and vice-principal responses across the scale. Responses have been combined into high (always and frequently), moderate (occasionally) and low (seldom and never) degrees of involvement by the various types of personnel. As is indicated in Table 4.5, nine of the thirteen respondents viewed college principals and departmental heads as being highly involved in instructor evaluation. Seven of the respondents reported that instructors being evaluated were highly involved in evaluation of instructors. At the other extreme, six of the respondents indicated that the Provincial Education Officer, administrators from the Teachers Service Commission and university personnel had low involvement in instructor evaluation.

Although subject specialists from the Inspectorate ranked relatively high in terms of existing evaluation practices, six of the respondents viewed these specialists as having

Table 4.4

COMPARISON OF RESPONSES OF PRINCIPALS AND VICE-PRINCIPALS RELATING TO EXISTING AND PREFERRED PERSONNEL INVOLVEMENT IN INSTRUCTOR EVALUATION

	Personnel	Existing			Preferred		
		Mean	SD	Rank	Mean	SD	Rank
1	College Principals	4.0	1.0	1	4.5	0.7	1
2	Departmental Heads	3.8	1.1	2	4.4	1.0	2
3	Instructors being evaluated	3.3	1.7	3	4.1	0.9	4
4	Subject Specialists (Inspectorate)	3.1	0.9	4	4.3	1.1	3
5	Curriculum planners (K.I.E.)	2.7	1.6	5.5	4.0	1.1	5
6	Colleagues (college instructors)	2.7	1.4	5.5	3.3	1.4	10
7	Senior Inspector (schools and colleges)	2.6	1.1	7.5	3.7	0.9	7
8	Students	2.6	1.4	7.5	3.8	1.3	6
9	Provincial Education Officer (P.E.O)	2.4	1.4	9	3.3	1.3	10
10	Administrators from T.S.C.	2.0	1.4	10	3.3	1.5	10
11	University personnel	1.8	0.9	11	3.5	1.2	8

only moderate involvement in instructor evaluation. Six of the respondents indicated that students, the Senior Inspector of Schools and Colleges, the Provincial Education Officer, administrators from the Teachers Service Commission and university personnel had low involvement in evaluation of instructors.

Table 4.4 shows that the preferences of principals and vice-principals are quite similar to the existing practices. College principals, departmental heads and subject specialists from the Inspectorate ranked highest as preferred evaluators of instructors. University personnel, colleagues, the Provincial Education Officer, and administrators from the Teachers Service Commission ranked lowest in terms of preferred involvement in instructor evaluation.

Table 4.5

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXTENT OF EXISTING INVOLVEMENT IN EVALUATION BY DIFFERENT CATEGORIES OF PERSONNEL

Personnel	N	Extent of involvement		
		High f	Moderate f	Low f
1. College Principals	13	9	3	1
2. Departmental Heads	13	9	3	1
3. Instructors being evaluated	11	7	-	4
4. Curriculum planners from the Kenya Institute of Education (K.I.E.)	12	5	2	5
5. Subject specialists from the Inspectorate	12	4	6	2
6. Students	12	4	2	6
7. Senior Inspector of schools and colleges	12	3	3	6
8. Provincial Education Officer (P.E.O.)	11	3	2	6
9. Colleagues (instructors in the college)	10	3	3	4
10. Administrators from the Teachers Service Commission (T.S.C.)	9	1	2	6
11. University personnel	8	-	2	6

As is indicated in Table 4.6, ten of the respondents preferred that subject specialists from the Inspectorate, college principals and departmental heads should have high involvement in the evaluation of instructors. Nine of the respondents preferred that curriculum planners from the Kenya Institute of Education should be highly involved

Table 4.6

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXTENT OF PREFERRED INVOLVEMENT IN EVALUATION BY DIFFERENT CATEGORIES OF PERSONNEL

Personnel	N	Extent of involvement		
		High f	Moderate f	Low f
1. Subject specialists from the Inspectorate	12	10	-	2
2. College Principals	11	10	1	-
3. Departmental Heads	12	10	1	1
4. Curriculum planners from the Kenya Institute of Education (K.I.E.)	12	9	1	2
5. Students	11	8	1	2
6. Senior Inspector of schools and colleges	12	7	4	1
7. Instructors being evaluated	10	7	3	-
8. Administrators from the Teachers Service Commission (T.S.C.)	12	6	2	4
9. University personnel	11	6	3	2
10. Colleagues (instructors in the college)	11	5	2	4
11. Provincial Education Officer (P.E.O.)	11	4	4	3

while eight of the respondents preferred that students should have high involvement in the evaluation of instructors. While six of the respondents preferred a high degree of involvement on the part of administrators from the Teachers Service Commission, four others preferred a low degree of involvement. Of eleven respondents, six preferred high involvement and only two low involvement by university personnel. Opinion about the involvement of colleagues was almost evenly divided. Five of the respondents preferred

that other instructors in the college should be highly involved and four felt that they should have low involvement in the evaluation of instructors.

Four of the respondents indicated that the Provincial Education Officer should be highly involved in instructor evaluation, while four suggested that the involvement should be only moderate. The other categories of personnel — the Senior Inspector and instructors being evaluated — fell between the two extremes in terms of preferred involvement. However, the respondents tended to prefer greater involvement by nearly all categories of personnel than is the existing practice.

Evaluation Criteria

One of the purposes of the study was to determine the perceptions and preferences of college instructors and principals regarding the criteria used in the evaluation of instructors in Kenyan teachers' colleges. Twenty-nine criteria that might be used in instructor evaluation were listed in the instrument, and respondents were asked to indicate the present and preferred importance given to evaluation criteria on a five-point scale ranging from "very limited importance" (1) to "very great importance" (5). A response of "no importance" (6) was also provided. The distribution of the responses across the scale and mean scores were calculated for each of the categories of criteria. The results are presented first for instructors/departmental heads and then for principals and vice-principals.

Instructors/Departmental Heads

A comparison of the existing and preferred importance of the twenty-nine evaluation criteria on the basis of instructor and departmental head responses is reported in Table 4.7. The criteria are listed in rank order from highest to lowest degree of importance based on mean responses relating to existing evaluation practices. The order of the criteria in Table 4.7 reveals that preparation of schemes of work ranked first in

terms of degree of importance, followed by examination and/or test results, academic qualifications of the instructor and knowledge of curriculum. Class control and instructor's conformity to college norms were in fifth place with a similar degree of importance. Dress and appearance of the instructor ranked seventh in terms of importance followed by lesson preparation, concern with student development and student participation in lessons which formed a cluster in eighth place. At the other extreme, evidence of self-evaluation activities, development of the process of individual inquiry in students, instructor's standing in the community, provision for individual differences and students working without supervision ranked lowest in terms of degree of importance in existing instructor evaluation practices.

In Tables 4.8, 4.9 and 4.10, percentage distributions of instructor and departmental head responses for existing practice have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) categories of importance of the criteria. The ten highest ranking criteria are shown in Table 4.8, the next nine criteria are reported in Table 4.9, and the ten lowest ranked criteria are shown in Table 4.10.

As is reported in Table 4.8, just over 70 percent of the respondents indicated that examination results and preparation of schemes of work were highly important in the existing evaluation of instructors. Academic qualifications were perceived to be of high importance by about two-thirds of the respondents. Approximately 60 percent of the respondents perceived that class control, instructor's conformity to college norms and knowledge of the curriculum were of high importance in existing instructor evaluation. Nearly 58 percent of the respondents indicated that dress and appearance of the instructor was among the highly important criteria. More than 50 percent of the respondents indicated that concern with student development, lesson preparation and

Table 4.7

COMPARISON OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED IMPORTANCE OF EVALUATION CRITERIA

Criteria	Existing			Preferred		
	Mean	SD	Rank	Mean	SD	Rank
1. Preparation of schemes of work	4.0	1.4	1	4.4	1.0	3
2. Examination and/or test results	3.9	1.3	2	4.3	1.0	5.5
3. Academic qualifications of the instructor	3.8	1.4	3	4.2	1.1	11
4. Knowledge of curriculum	3.7	1.6	4	4.4	1.2	3
5. Class control	3.6	1.5	5.5	4.3	1.2	5.5
6. Instructor's conformity to college norms and authority	3.6	1.5	5.5	4.1	1.3	15.5
7. Dress and appearance of the instructor	3.5	1.5	7	4.0	1.4	21
8. Lesson preparation	3.4	1.7	9	4.2	1.2	11
9. Concern with student development	3.4	1.5	9	4.4	1.0	3
10. Student participation in lessons	3.4	1.5	9	4.5	0.9	1
11. Instructor-student relationships	3.3	1.6	12.5	4.3	1.0	5.5
12. Checking written work	3.3	1.5	12.5	4.2	1.1	11
13. Personality attributes of the instructor	3.3	1.3	12.5	4.0	1.1	21
14. Degree of cooperation by the instructor with other staff	3.3	1.5	12.5	4.2	1.1	11
15. Development in students of a sense of responsibility	3.2	1.5	15.5	4.2	1.1	11
16. Qualities of leadership displayed by the instructor	3.2	1.5	15.5	4.2	1.1	11
17. Concern with the character development of students	3.1	1.5	19	4.1	1.2	15.5
18. Maintenance of weekly record of work	3.1	1.6	19	4.0	1.3	21
19. Instructor's participation in college and community activities	3.1	1.5	19	3.8	1.3	27.5
20. Methods of lesson presentation	3.1	1.7	19	4.0	1.3	21
21. Use of teaching aids	3.1	1.5	19	4.1	1.2	15.5
22. Enthusiasm displayed in teaching	3.0	1.7	22.5	4.0	1.3	21

Table 4.7 (continued)

23. Instructor's participation in extra-curricular activities	3.0	1.4	22.5	3.9	1.2	25.5
24. Training of students in self-expression	2.9	1.5	24	4.2	1.2	11
25. Evidence of self-evaluation activities	2.8	1.6	25.5	4.0	1.2	21
26. Development of the process of individual inquiry in students	2.8	1.6	25.5	3.9	1.3	25.5
27. Instructor's standing in the community	2.7	1.6	27	3.5	1.4	29
29. Provision made for individual differences	2.6	1.5	28	4.0	1.3	21
29. Students working without supervision	2.5	1.4	29	3.8	1.3	27.5

student participation in lessons were of high importance in existing evaluation practices.

Table 4.9 indicates that about 50 percent of the respondents viewed instructor-student relationships, checking written work and degree of cooperation by the instructor with other staff as being of high importance. While approximately 49 percent of the respondents viewed qualities of leadership displayed by the instructor as of high importance, another 36 percent viewed this criterion as of only moderate importance in the evaluation of instructors. More than 90 percent of respondents reported that personal attributes of the instructor were at least moderately important. About three-quarters of respondents indicated that at least moderate importance was attached to methods of lesson preparation and enthusiasm displayed in teaching, while about 85 percent rated developing student's sense of responsibility and use of teaching aids in the same way.

The ten lowest ranked criteria are presented in Table 4.10. Although these are the criteria that received the lowest degree of emphasis in existing practices, at least 75 percent of the respondents considered each of them to be of moderately high or high importance. Least importance was attached to criteria such as the instructor's standing in

Table 4.8

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR TEN HIGHEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
1. Examination and/or test results	211	72.0	22.3	5.7
2. Preparation of schemes of work	210	71.9	20.0	8.1
3. Academic qualifications of the instructor	208	66.8	25.5	7.7
4. Class control	212	63.2	21.2	15.6
5. Instructors conformity to college norms and authority	209	62.7	24.4	12.9
6. Knowledge of curriculum	209	60.8	28.6	11.0
7. Dress and appearance of the instructor	210	57.6	30.5	11.9
8. Concern with student development	208	54.8	29.8	15.4
9. Lesson preparation	209	54.1	27.8	18.2
10. Student participation in lessons	209	53.6	31.6	14.8

the community, provision made for individual differences and students working without supervision.

The preferences of instructors and departmental heads regarding the degree of importance that should be given to evaluation criteria, as indicated in Table 4.7, are slightly different from the existing practice. Student participation in lessons ranked first in degree of importance as a preferred criterion, followed by preparation of schemes of work, knowledge of curriculum and concern with student development. In existing

Table 4.9

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR NINE INTERMEDIATE RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
11. Instructor-student relationships	209	51.7	31.1	17.2
12. Checking of written work	211	50.2	34.1	15.6
13. Degree of cooperation by the instructor with other staff	211	50.2	35.5	14.2
14. Qualities of leadership displayed by the instructor	209	48.8	35.9	15.3
15. Personality attributes of the instructor	209	47.4	43.1	9.6
16. Methods of lesson presentation	208	47.1	30.3	22.6
17. Development in students of a sense of responsibility	210	45.7	41.0	13.3
18. Enthusiasm displayed in teaching	208	44.2	33.2	22.6
19. Use of teaching aids	211	43.6	40.8	15.6

practice these criteria ranked 9, 1, 4 and 9 respectively. Examination and/or test results, class control and instructor-student relationships were tied in rank at 5.5 in terms of preferred degree of importance in instructor evaluation. A comparison with existing practices suggests that relatively more importance should be attached to instructor-student relationships, less to examination results and about the same to class control as in existing practice. Academic qualifications of the instructor, lesson preparation, checking of written work, degree of cooperation by the instructor with other staff, development in students of a sense of responsibility, qualities of leadership displayed by the instructor

Table 4.10

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR TEN LOWEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
20. Instructor's participation in college and community activities	209	42.6	42.1	15.3
21. Maintenance of weekly record of work	210	42.4	40.0	17.6
22. Concern with the character development of students	211	42.2	42.2	15.6
23. Training of students in self-expression	211	38.9	41.7	19.4
24. Instructor's participation in extra-curricular activities	210	38.1	47.1	14.8
25. Development of the process of individual inquiry in students	211	36.0	42.7	21.3
26. Evidence of self-evaluation activities	209	33.5	45.0	21.5
27. Instructor's standing in the community	209	30.1	44.5	25.4
28. Provision made for individual differences	207	28.0	47.3	24.6
29. Students working without supervision	205	23.4	52.7	23.9

and training of students in self-expression were tied in rank at 11, in terms of degree of importance. There was considerable variation across these criteria in comparisons with present practice.

At the other extreme, instructor's participation in extra-curricular activities, development of the process of individual inquiry in students, instructor's standing in the

community, instructor's participation in college and community activities and students working without supervision ranked lowest as preferred criteria in the evaluation of instructors.

In Tables 4.11, 4.12 and 4.13, percentage distributions of instructor and departmental head responses for preferred evaluation criteria across the scale have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) importance in the evaluation of instructors. Table 4.11 shows the ten highest ranked criteria, Table 4.12 shows the next nine criteria, while Table 4.13 shows the ten lowest ranked criteria.

As is shown in Table 4.11, nearly 87 percent of the respondents reported that student participation in lessons should be of high importance in instructor evaluation. Preparation of schemes of work and concern with student development were identified by about 84 percent of the respondents as criteria which should be given high importance in instructor evaluation. More than 80 percent of the respondents indicated that instructor-student relationships, examination results, knowledge of curriculum, qualities of leadership displayed by the instructor, degree of cooperation by the instructor with other staff, class control and development in students of a sense of responsibility should receive high importance in the evaluation of instructors.

Table 4.12 indicates that about 80 percent of the respondents suggested that training of students in self-expression should be of high importance in instructor evaluation. Nearly 79 percent and 78 percent of the respondents, respectively, felt that academic qualifications of the instructor and the checking of written work should be of high importance. Approximately 77 percent of the respondents preferred that instructor's conformity to college norms and authority, lesson preparation and concern with the

Table 4.11

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR TEN HIGHEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
1. Student participation in lessons	204	86.8	10.8	2.5
2. Preparation of schemes of work	207	84.5	12.6	2.9
3. Concern with student development	206	84.0	12.6	3.4
4. Instructor-student relationships	205	82.9	14.6	2.4
5. Examination and/or test results	204	82.8	14.7	2.5
6. Knowledge of curriculum	207	82.6	15.0	2.4
7. Qualities of leadership displayed by the instructor	205	82.0	14.1	3.9
8. Degree of cooperation by the instructor with other staff	205	81.5	13.7	4.9
9. Class control	207	80.7	15.5	3.9
10. Development in students of a sense of responsibility	202	80.2	16.8	3.0

character development of students should be of high importance in instructor evaluation.

About 75 percent of respondents felt that maintenance of weekly record of work should be of high importance in evaluation of instructors. As is indicated in Table 4.12 and Table 4.13 enthusiasm displayed in teaching, use of teaching aids, personality attributes, dress and appearance, methods of lesson preparation, provision for individual differences and development of individual inquiry were endorsed by over 70 percent of the respondents as criteria which should be of high importance in the evaluation of instructors. Least preferred criteria included evidence of self-evaluation activities,

Table 4.12

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR NINE INTERMEDIATE RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
11. Training of students in self-expression	204	79.9	16.7	3.4
12. Academic qualifications of the instructor	204	78.9	17.2	3.9
13. Checking of written work	204	77.9	18.6	3.4
14. Instructor's conformity to college norms and authority	207	77.3	15.9	6.8
15. Lesson preparation	209	76.8	18.2	5.3
16. Concern with the character development of students	203	76.8	18.7	4.4
17. Maintenance of weekly record of work	210	74.8	17.6	7.6
18. Enthusiasm displayed in teaching	209	74.2	19.6	6.2
19. Use of teaching aids	207	72.9	21.7	5.3

instructor's participation in college and community activities, instructor's participation in extra-curricular activities, students working without supervision and instructor's standing in the community. However, as is reported in Table 4.13, even these rated as being highly important by more than half of the instructors and departmental heads.

Table 4.13

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR TEN LOWEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High %	Moderate %	Low %
20. Personality attributes of the instructor	207	72.9	22.2	4.8
21. Dress and appearance of the instructor	206	72.8	19.4	8.3
22. Methods of lesson presentation	209	71.8	21.5	6.7
23. Provision made for individual differences	205	71.7	22.9	5.4
24. Development of the process of individual inquiry in students	208	70.7	23.1	6.3
25. Evidence of self-evaluation activities	207	69.1	27.1	3.9
26. Instructor's participation in college and community activities	205	68.9	24.1	6.3
27. Instructor's participation in extra-curricular activities	205	68.8	26.8	4.4
28. Students working without supervision	207	65.7	26.6	7.7
29. Instructor's standing in the community	206	59.2	27.7	13.1

Principals/Vice-Principals

A comparison of existing and preferred importance of evaluation criteria for principals and vice-principals is presented in Table 4.14. The twenty-nine criteria are listed in rank order from highest to lowest degree of importance based on mean responses relating to existing practices. According to the order in Table 4.14, examination and/or test results and instructor's conformity to college norms and authority received the

highest rank as existing criteria in evaluation of instructors, followed by student participation in lessons. Degree of cooperation by the instructor with other staff and knowledge of curriculum ranked fourth with similar degrees of importance. Academic qualifications of the instructor, concern with the character development of students, qualities of leadership displayed by the instructor and development of the process of individual inquiry in students formed a cluster with a rank of 7.5 in degree of importance in the evaluation of instructors. Preparation of schemes of work, lesson preparation, class control and instructor-student relationships formed another cluster with a similar degree of importance. At the other extreme, checking written work, enthusiasm displayed in teaching, provision made for individual differences and instructor's standing in the community ranked lowest in existing evaluation of instructors, based on the responses of principals and vice-principals.

Tables 4.15, 4.16 and 4.17 report frequency distributions of principal and vice-principal responses for the importance of existing evaluation criteria. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) degrees of importance of the criteria. Table 4.15 shows the ten highest ranking criteria, Table 4.16 reports the next nine criteria, while Table 4.17 reports the ten lowest ranked criteria.

As is reported in Table 4.15, twelve of the fourteen respondents viewed instructor's conformity to college norms and authority as of high importance in existing instructor evaluation. Examination results were reported by eleven of the respondents as of high importance, ten indicated that class control was of high importance. Nine of the principals and vice-principals viewed lesson preparation, knowledge of curriculum, preparation of schemes of work, maintenance of weekly record of work, student participation in lessons, personality attributes of the instructor and degree of cooperation by the instructor with other staff as highly important.

Table 4.14

COMPARISON OF RESPONSES OF PRINCIPALS AND VICE-PRINCIPALS RELATING TO EXISTING AND PREFERRED IMPORTANCE OF EVALUATION CRITERIA

Criteria	Existing			Preferred		
	Mean	SD	Rank	Mean	SD	Rank
1. Examination and/or test results	4.0	1.4	1.5	3.9	0.7	24
2. Instructor's conformity to college norms and authority	4.0	1.3	1.5	3.8	1.6	26.5
3. Student participation in lessons	3.9	1.3	3	4.4	0.8	7.5
4. Degree of cooperation by the instructor with other staff	3.8	1.5	4.5	4.3	1.0	13.5
5. Knowledge of curriculum	3.8	1.3	4.5	4.5	0.9	3.5
6. Academic qualifications of the instructor	3.7	1.5	7.5	4.2	1.5	18
7. Concern with the character development of students	3.7	1.5	7.5	4.4	1.0	7.5
8. Qualities of leadership displayed by the instructor	3.7	1.2	7.5	4.5	0.8	3.5
9. Development of the process of individual inquiry in students	3.7	1.5	7.5	4.4	0.9	7.5
10. Preparation of schemes of work	3.6	1.4	11.5	4.1	1.4	19.5
11. Lesson preparation	3.6	1.9	11.5	4.0	1.5	21.5
12. Class control	3.6	1.5	11.5	4.0	0.7	3.5
13. Instructor-student relationships	3.6	1.5	11.5	4.3	0.5	13.5
14. Instructor's participation in extra-curricular activities	3.4	1.4	16	4.0	1.1	21.5
15. Personality attributes of the instructor	3.4	1.3	16	4.3	1.0	13.5
16. Maintenance of weekly record of work	3.4	1.6	16	4.3	1.4	13.5
17. Concern with student development	3.4	1.5	16	4.8	0.5	1
18. Dress and appearance of the instructor	3.4	1.2	16	3.5	1.7	28.0
19. Training of students in self-expression	3.3	1.6	19.5	4.3	0.6	13.5
20. Instructor's participation in college and community activities	3.3	1.4	19.5	4.3	0.8	13.5

Table 4.14 continued

21. Development in students of a sense of responsibility	3.2	1.7	21	4.5	0.9	3.5
22. Use of teaching aids	3.1	1.4	23	3.9	1.2	24
23. Evidence of self-evaluation activities	3.1	1.4	23	4.1	0.9	19.5
24. Methods of lesson presentation	3.1	1.9	23	3.9	1.6	24
25. Students' working without supervision	3.1	1.4	23	3.8	1.0	26.5
26. Checking written work	2.9	1.7	26.5	4.3	0.8	13.5
27. Enthusiasm displayed in teaching	2.9	1.8	26.5	4.3	0.8	13.5
28. Provision made for individual differences	2.8	1.4	28	4.4	0.7	7.5
29. Instructor's standing in the community	2.6	1.3	29	3.4	1.6	29

Table 4.16 shows that eight of the fourteen respondents felt that methods of lesson presentation, enthusiasm displayed in teaching, concern with the character development of students, academic qualifications of the instructor, qualities of leadership displayed by the instructor and instructor's participation in extra-curricular activities as of high importance in instructor evaluation. Half of the principals and vice-principals reported that use of teaching aids, instructor-student relationships, development of the process of individual inquiry and of a sense of responsibility in students, and participation in college and community activities were of high importance in evaluation of instructors.

As indicated by the data in Table 4.17, least importance was attached to such criteria as provision made for individual differences, checking written work, evidence of self-evaluation activities and instructor's standing in the community. No more than five of the respondents considered each of these to be highly important in existing practice.

A comparison of the "existing" and "preferred" columns in Table 4.14 indicates

Table 4.15

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR TEN HIGHEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High	Moderate	Low
		f	f	f
1. Instructor's conformity to college norms and authority	14	12	1	1
2. Examination and/or test results	14	11	2	1
3. Class control	14	10	2	2
4. Lesson preparation	14	9	1	4
5. Knowledge of curriculum	14	9	4	1
6. Preparation of schemes of work	14	9	3	2
7. Maintenance of weekly record of work	14	9	3	2
8. Student participation in lessons	14	9	4	1
9. Personality attributes of the instructor	14	9	4	1
10. Degree of cooperation by the instructor with other staff	13	9	3	1

that the preferences of principals and vice-principals regarding the degree of importance that the various criteria should receive in instructor evaluation are quite different from the existing practice. Concern with student development ranked first as the preferred criterion, followed by knowledge of curriculum, qualities of leadership displayed by the instructor, class control and development in students of a sense of responsibility. These

Table 4.16

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR NINE INTERMEDIATE RANKED CRITERIA

Criteria	N	Degree of importance		
		High	Moderate	Low
		f	f	f
11. Methods of lesson presentation	14	8	2	4
12. Enthusiasm displayed in teaching	14	8	2	4
13. Concern with the character development of students	13	8	4	1
14. Academic qualifications of the the instructor	13	8	4	1
15. Qualities of leadership displayed by the instructor	13	8	5	-
16. Instructor's participation in extra-curricular activities	14	8	5	1
17. Use of teaching aids	14	7	5	2
18. Instructor-student relationships	14	7	6	1
19. Development of the process of individual inquiry in students	14	7	4	3

criteria ranked 16, 4.5, 7.5, 11.5 and 21 respectively, in existing evaluation practice.

Student participation in lessons, concern with the character development of students, development of the process of individual inquiry in students and provision made for individual differences were tied with a rank of 7.5 in terms of preferred degree of importance. The degree of cooperation by the instructor with other staff, instructor-student relationships, personality attributes of the instructor, maintenance of weekly

Table 4.17

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXISTING IMPORTANCE OF EVALUATION CRITERIA FOR TEN LOWEST RANKED CRITERIA

Criteria	N	Degree of importance		
		High	Moderate	Low
		f	f	f
20. Development in students of a sense of responsibility	12	7	3	2
21. Instructor's participation in college and community activities	14	7	6	1
22. Concern with student development	14	6	7	1
23. Students working without supervision	13	6	6	1
24. Dress and appearance of the instructor	12	6	6	-
25. Training of students in self-expression	14	5	7	2
26. Provision made for individual differences	13	5	6	2
27. Checking of written work	13	5	5	3
28. Evidence of self-evaluation activities	14	4	9	1
29. Instructor's standing in the community	14	3	9	2

record of work, training of students in self-expression, instructor's participation in college and community activities, checking of written work and enthusiasm displayed in teaching ranked 13.5 with similar degrees of importance.

The criteria that ranked lowest in terms of degree of importance in preferred evaluation of instructors included instructor's conformity to college norms and authority, dress and appearance of the instructor, students working without supervision and instructor's standing in the community, based on the preferences of principals and vice-principals.

Frequency distributions of principal and vice-principal responses for preferred evaluation criteria are reported in Tables 4.18, 4.19 and 4.20. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) importance. Table 4.18 reports the ten highest ranking criteria, Table 4.19 reports the next nine criteria, while Table 4.20 reports the ten lowest ranked criteria in instructor evaluation.

As is reported in Table 4.18, twelve of the respondents preferred that concern with student development and provision made for individual differences should be given high importance in instructor evaluation. Development in students of a sense of responsibility and training of students in self-expression were suggested by eleven of the respondents to be given high importance. Ten of the respondents preferred that maintenance of weekly record of work, enthusiasm displayed in teaching, evidence of self-evaluation activities, instructor-student relationships, student participation in lessons and class control should be given high importance in instructor evaluation.

The data in Table 4.19 indicate that ten of the respondents also preferred that concern with the character development of students, academic qualifications of the instructor, personality attributes of the instructor, instructor's conformity to college norms and authority and instructor's participation in college and community activities should be of high importance. Nine of the respondents indicated that lesson preparation, knowledge of curriculum, preparation of schemes of work, methods of lesson

Table 4.18

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR TEN HIGHEST RANKED CRITERIA

Criteria		Degree of importance		
		High	Moderate	Low
	N	f	f	f
1. Concern with student development	12	12	-	-
2. Provision made for individual differences	13	12	1	-
3. Development in students of a sense of responsibility	12	11	1	-
4. Training of students in self-expression	12	11	1	-
5. Maintenance of weekly record of work	12	10	1	1
6. Enthusiasm displayed in teaching	12	10	2	-
7. Evidence of self-evaluation activities	12	10	2	-
8. Instructor-student relationships	12	10	2	-
9. Student participation in lessons	12	10	2	-
10. Class control	11	10	1	-

presentation, development of the process of individual inquiry, qualities of leadership and participation in extra-curricular activities should be of high importance in evaluation of instructors. The criteria that were least preferred by the respondents included students working without supervision, dress and appearance of the instructor, and instructor's standing in the community. However, as is indicated in Table 4.20 even these criteria were endorsed as highly important by at least six respondents.

Table 4.19

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR NINE INTERMEDIATE RANKED CRITERIA

Criteria	N	Degree of importance		
		High	Moderate	Low
		f	f	f
11. Concern with the character development of students	12	10	2	-
12. Academic qualifications of the instructor	12	10	1	1
13. Personality attributes of the instructor	12	10	2	-
14. Instructor's conformity to college norms and authority	12	10	-	2
15. Instructor's participation in college and community activities	12	10	2	-
16. Lesson preparation	12	9	2	1
17. Knowledge of curriculum	12	9	3	-
18. Preparation of schemes of work	12	9	2	1
19. Methods of lesson presentation	12	9	1	2

Evaluation Practices

Relevant data were collected and analyzed to determine the perceptions and preferences of college principals and instructors regarding the practices involved in the evaluation of college instructors. Twelve types of practices that might be used in evaluation were listed in the questionnaire. Respondents were requested to indicate the

Table 4.20

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION CRITERIA FOR TEN LOWEST RANKED CRITERIA

Criterion	N	Degree of importance		
		High	Moderate	Low
		f	f	f
20. Development of the process of individual inquiry in students	12	9	3	-
21. Qualities of leadership displayed by the instructor	11	9	2	-
22. Instructor's participation in extra-curricular activities	12	9	3	-
23. Use of teaching aids	12	8	4	-
24. Checking written work	10	8	2	-
25. Examination and/or test results	11	8	3	-
26. Degree of cooperation by the instructor with other staff	12	8	4	-
27. Students working without supervision	11	7	4	-
28. Dress and appearance of the instructor	12	7	3	2
29. Instructor's standing in the community	12	6	4	2

importance which is (existing) and which should be (preferred) given to each of the practices on a five-point scale ranging from "very limited importance" (1) to "very great importance" (5). A response of "no importance" (6) was also provided. The distribution of the responses across the scale and mean scores were calculated for instructors/departmental heads and also for principals and vice-principals.

Instructors/Departmental Heads

In Table 4.21 is reported a comparison of existing and preferred evaluation practices based on instructor and departmental head responses. The twelve practices are listed in rank order from highest to lowest degree of importance. As is indicated in Table 4.21, requiring instructors to submit course outlines, lesson samples, and samples of projects ranked first in importance as an existing practice, followed by conducting classroom visitations in which the instructor is observed, holding interviews with instructors to obtain information about classroom practices and requiring instructors to submit a report on classroom activities and accomplishments. Requiring administrators to complete specially designed forms to develop a profile of the instructor characteristics and obtaining information from students by means of a questionnaire ranked fifth and sixth, respectively, in terms of degree of importance. Providing the instructors evaluated with copies of evaluation comments and notifying instructors when they are likely to be evaluated were in seventh position with similar degrees of importance. Among the lowest in importance were conducting post-evaluation conference with the instructors evaluated, allowing instructors to make written statements relating to any aspect of their evaluation, requiring instructors to write standardized tests to gather information about specific teaching abilities and obtaining information from students about an instructor's work through face-to-face interviews. These practices ranked from ninth to twelfth in terms of degree of importance in evaluation practices according to the mean responses of instructors and departmental heads.

Tables 4.22 and 4.23 contain percentage distributions of instructor and departmental head responses for existing evaluation practices across the scale. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) categories of importance attached to the practice.

Table 4.21

COMPARISON OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES

Evaluation practices	Existing			Preferred		
	Mean	SD	Rank	Mean	SD	Rank
1. Requiring instructors to submit course outlines, lesson samples, sample projects.	3.0	1.6	1	4.0	1.3	1.5
2. Conducting classroom visitations in which instructor is observed	2.6	1.7	2.5	3.7	1.4	5.5
3. Holding interviews with instructors to obtain information about classroom practices	2.6	1.5	2.5	3.8	1.2	3
4. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	2.4	1.6	4	3.7	1.4	5.5
5. Requiring administrators to complete specially designed lists of traits, skills, or characteristics to develop a profile of instructors	2.3	1.6	5	3.3	1.4	10
6. Obtaining information from students by means of a questionnaire	2.2	1.5	6	3.4	1.4	9
7. Providing the instructors evaluated with copies of evaluation comments	2.1	1.7	7.5	4.0	1.3	1.5
8. Notifying instructors when they are likely to be evaluated	2.1	1.4	7.5	3.5	1.6	8
9. Conducting post-evaluation conference with the instructors evaluated	2.0	1.6	9	3.7	1.3	5.5
10. Allowing instructors to make written statements relating to any aspect of their evaluation	1.8	1.6	10.5	3.7	1.4	5.5
11. Requiring instructors to write standardized tests to gather information about specific teaching abilities	1.8	1.6	10.5	3.3	1.6	11
12. Obtaining information from students about an instructor's work through face-to-face interviews	1.5	1.4	12	2.6	1.7	12

The six highest ranking practices are reported in Table 4.22, while the six lowest ranked practices are reported in Table 4.23.

As is shown in Table 4.22, about 43 percent of instructors and departmental heads reported that requiring instructors to submit course outlines and other materials was receiving high importance in evaluation of instructors, while approximately 33 percent of the respondents observed that this practice was of moderate importance and 24 percent perceived it to be of low importance. Even greater variation across the high, moderate and low categories was evident for the remaining practices. About 34 percent of the respondents viewed conducting classroom visitations in which the instructor is observed as of high importance while about 33 percent indicated that this practice was of moderate importance, and another 33 percent of the respondents observed that this practice was only of low importance in instructor evaluation. The responses across the three categories for requiring instructors to submit a report on classroom activities and accomplishments were approximately 28 percent, 37 percent and 34 percent for high, moderate and low importance, respectively.

The data in Table 4.22 also indicate that about 26 percent of the respondents felt that holding interviews with instructors to obtain information about classroom practices was of high importance, approximately 49 percent of the respondents reported that this practice was of moderate importance, and 25 percent of the respondents felt that this practice was of low importance. Requiring administrators to complete specially designed lists to develop a profile of the instructor was reported to be of high importance by only about 25 percent of the instructors and departmental heads. This percentage was slightly lower for the practice of providing the instructors evaluated with copies of evaluation comments.

Table 4.22

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING IMPORTANCE OF EVALUATION PRACTICES FOR SIX HIGHEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High %	Moderate %	Low %
1. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	208	43.3	32.7	24.0
2. Conducting classroom visitations in which the instructor is observed	207	34.3	32.9	32.9
3. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	208	28.4	37.5	34.1
4. Holding interviews with instructors to obtain information about classroom practices	208	26.4	48.6	25.0
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructor	209	25.4	37.5	37.3
6. Providing the instructors evaluated with copies of evaluation comments	209	23.4	29.7	46.9

Evaluation practices that received least importance included conducting post-evaluation conferences, obtaining information from students by means of a questionnaire, requiring instructors to write standardized tests, allowing instructors to make written statements about their evaluation and obtaining information from students about aninstructor's work through face-to-face interviews. As is reported in Table 4.23, these practices were regarded as highly important by less than 20 percent of the respondents.

An examination of Table 4.21 reveals that the preferences of instructors and departmental heads regarding the degree of importance that should be given to evaluation practices differ somewhat from existing practice. Requiring instructors to submit course outlines and providing instructors evaluated with copies of evaluation comments ranked highest as preferred practice in instructor evaluation. These practices ranked 1 and 7.5 respectively, in existing practice. Holding interviews with instructors to obtain information about classroom practices ranked third in terms of degree of importance, followed by conducting classroom visitations in which the instructor is observed, requiring instructors to submit a report on classroom activities and accomplishments, conducting post-evaluation conference with the instructors evaluated and allowing instructors to make written statements relating to any aspect of their evaluation. Notifying instructors when they are likely to be evaluated, ranked eighth in terms of degree of importance. Four practices ranked lowest in preferred evaluation of instructors. These included requiring administrators to complete specially designed lists to develop a profile of instructors, requiring instructors to write standardized tests to gather information about specific teaching abilities and obtaining information from students about an instructor's work through face-to-face interviews.

Percentage distributions of instructor and departmental head responses for preferred evaluation practices are reported in Table 4.24 and 4.25. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) importance of the practice in the evaluation of instructors. Table 4.24 reports the six highest ranked preferred practices, while Table 4.25 reports the six lowest ranking practices. As is reported in Table 4.24, about 74 percent of the respondents indicated that requiring instructors to submit course outlines, lesson samples, samples of projects and other materials, and providing the instructors evaluated with copies of evaluation comments should be of high importance in instructor evaluation.

Table 4.23

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON EXISTING IMPORTANCE OF EVALUATION PRACTICES FOR SIX LOWEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High %	Moderate %	Low %
7. Notifying instructors when they are likely to be evaluated	208	21.6	32.2	46.2
8. Conducting post-evaluation conference with the instructors evaluated	207	19.3	32.9	47.8
9. Obtaining information from students by means of a questionnaire	209	18.7	38.8	42.6
10. Requiring instructors to write standardized tests to gather information about specific teaching abilities	207	17.9	30.4	51.7
11. Allowing instructors to make written statements relating to any aspect of their evaluation	210	17.6	28.6	53.8
12. Obtaining information from students about an instructor's work through face-to-face interviews	211	11.4	26.5	62.1

While about 69 percent of the respondents felt that holding interviews with instructors to obtain information about classroom practices should be of high importance in evaluation of instructors, approximately 26 percent of the respondents suggested that this practice should be of moderate importance. The data in Table 4.24 also confirm that about 67 percent of the respondents recommended that requiring instructors to submit a report on classroom activities and accomplishments should receive high importance in evaluation of instructors. Nearly 24 percent of the respondents felt that this practice should be of moderate importance.

Table 4.24

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION PRACTICES FOR SIX HIGHEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High %	Moderate %	Low %
1. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	208	74.5	17.3	8.2
2. Providing the instructors evaluated with copies of evaluation comments	213	74.2	19.7	6.1
3. Holding interviews with instructors to obtain information about classroom practices	210	69.0	25.7	5.2
4. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	213	67.1	23.9	8.9
5. Conducting classroom visitations in which the instructor is observed	108	63.0	27.9	9.1
6. Allowing instructors to make written statements relating to any aspect of their evaluation	211	63.0	29.9	7.1

About 63 percent of the respondents felt that conducting classroom visitations in which the instructor is observed, allowing instructors to make written statements and conducting post-evaluation conferences (Table 4.25) should be regarded as highly important practices. Less than 10 percent of the respondents viewed each of the eleven highest ranked items as meriting only low importance.

Table 4.25

PERCENTAGE DISTRIBUTION OF INSTRUCTOR AND DEPARTMENTAL HEAD RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION PRACTICES FOR SIX LOWEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High %	Moderate %	Low %
7. Conducting post-evaluation conference with the instructors evaluated	212	62.7	30.7	6.6
8. Notifying instructors when they are likely to be evaluated	210	61.0	21.0	18.1
9. Requiring instructors to write standardized tests to gather information about specific teaching abilities	210	55.2	27.1	17.6
10. Obtaining information from students by means of a questionnaire	213	53.9	32.9	12.2
11. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructors	209	49.3	36.8	13.9
12. Obtaining information from students about an instructor's work through face-to-face interviews	210	35.2	30.2	34.3

Table 4.25 shows that the practices that were least preferred by college instructors and departmental heads included requiring administrators to complete specially designed lists to develop a profile of instructors, and obtaining information from students about an instructor's work through face-to-face interviews. For these practices, the high importance ratings ranged from about 55 percent to 35 percent. Just over one-third of

instructors and departmental heads considered that low importance should be given to obtaining information from students through interviews.

Principals/Vice-Principals

A comparison of existing and preferred evaluation practices based on responses of principals and vice-principals is presented in Table 4.26. The twelve practices have been ranked from highest to lowest degree of importance, based on the means of the responses. Requiring instructors to submit course outlines, lesson samples, and samples of projects ranked highest as existing practice, followed by requiring instructors to submit a report on classroom activities and accomplishments, holding interviews with instructors to obtain information about classroom practices and conducting classroom visitations in which the instructor is observed. Requiring administrators to complete specially designed lists to develop a profile of instructors and conducting post-evaluation conference with instructors evaluated ranked fifth and sixth, respectively, in terms of degree of importance. Among lower ranked practices were allowing instructors to make written statements, requiring instructors to write standardized tests and providing instructors evaluated with copies of evaluation comments.

In Tables 4.27 and 4.28 are presented frequency distributions of principal and vice-principal responses for existing evaluation practices across the scale. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) importance of practices in instructor evaluation. Table 4.27 reports the six highest ranking practices, while Table 4.28 reports the six lowest ranked practices.

As is reported in Table 4.27, eight of the thirteen respondents reported that requiring instructors to submit course outlines and other materials was of high importance in evaluation of instructors while four observed that this practice was of low importance.

While seven of the respondents reported that requiring instructors to submit a report on classroom activities and accomplishments was of high importance, four noted that this practice was of low importance in instructor evaluation. Five of the principals and vice-principals indicated that obtaining information from students by means of a questionnaire and holding interviews with instructors to obtain information about classroom practices were of high importance in evaluation of instructors. The thirteen respondents were almost equally divided across high, moderate and low categories regarding the existing importance of requiring instructors to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructors. While four of the respondents indicated that conducting post-evaluation conference with instructors evaluated was of high importance in instructor evaluation, four others felt that this practice was of moderate importance and five suggested that this practice was of low importance.

As is reported in Table 4.28, only three of the respondents reported that conducting classroom visitations and obtaining information from students was of high importance in instructor evaluation. Seven of the respondents indicated that the former practice was of moderate importance while three other respondents perceived that this practice was given low importance. In regard to obtaining information from students about an instructor's work through interviews, three respondents suggested that this practice was of moderate importance while seven indicated that this practice was of low importance. Only two of the respondents observed that requiring instructors to write standardized tests and allowing instructors to make written statements relating to any aspect of their evaluation as being of high importance in instructor evaluation. Eight and seven respondents, respectively, reported that this practice was of low importance.

The data in Table 4.28 indicate that only one respondent perceived that providing instructors evaluated with copies of evaluation comments was of high importance as existing practice, five of the respondents noted that this practice was of moderate importance, and seven of the respondents reported that this practice was of low

Table 4.26

COMPARISON OF RESPONSES OF PRINCIPALS AND VICE-PRINCIPALS RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES

Evaluation Practices	Existing			Preferred		
	Mean	SD	Rank	Mean	SD	Rank
1. Requiring instructors to submit course outlines, lesson samples, sample projects	3.0	1.7	1	3.8	1.6	4
2. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	2.9	2.1	2	3.8	1.4	4
3. Holding interviews with instructors to obtain information about classroom practices	2.8	1.8	3	4.3	0.9	1
4. Conducting classroom visitations in which instructor is observed	2.6	1.6	4	3.3	1.7	9
5. Requiring administrators to complete specially designed lists of traits, skills, or characteristics to develop a profile of instructors	2.5	1.6	5	3.4	1.5	8
6. Conducting post-evaluation conference with the instructors evaluated	2.3	1.9	6	3.6	1.4	6
7. Obtaining information from students by means of a questionnaire	2.2	1.9	7	3.9	1.2	2
8. Notifying instructors when they are likely to be evaluated	1.8	1.2	8.5	3.5	1.4	7
9. Obtaining information from students about an instructor's work through face-to-face interviews	1.8	1.7	8.5	3.5	1.4	10.5
10. Allowing instructors to make written statements relating to any aspect of their evaluation	1.7	1.7	10	2.6	1.7	12
11. Requiring instructors to write standardized tests to gather information about specific teaching abilities	1.6	1.9	11	3.0	1.4	10.5
12. Providing the instructors evaluated with copies of evaluation comments	1.5	1.3	12	3.8	1.3	4

Table 4.27

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXISTING IMPORTANCE OF EVALUATION PRACTICES FOR SIX HIGHEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High f	Moderate f	Low f
1. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	13	8	1	4
2. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	13	7	2	4
3. Obtaining information from students by means of a questionnaire	13	5	2	6
4. Holding interviews with instructors to obtain information about classroom practices	13	5	4	4
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructor	13	4	5	4
6. Conducting classroom visitations in which the instructor is observed	13	4	4	5

importance. Finally, Table 4.28 also indicates that only one respondent suggested that notifying instructors when they are likely to be evaluated was of high importance while the remaining twelve reported that this practice was of either moderate importance or low importance in the evaluation of instructors.

As is indicated in Table 4.26, the preferences of principals and vice-principals regarding the degree of importance that should be given to evaluation practices are somewhat different from the existing practice. Holding interviews with instructors to

Table 4.28

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON EXISTING IMPORTANCE OF EVALUATION PRACTICES FOR SIX LOWEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High f	Moderate f	Low f
8. Conducting classroom visitations in which the instructor is observed	13	3	7	3
9. Obtaining information from students about an instructor's work through face-to-face interviews	13	3	3	7
9. Requiring instructors to write standardized tests to gather information about specific teaching abilities	13	2	3	8
10. Allowing instructors to make written statements relating to any aspect of their evaluation	13	2	4	7
11. Providing the instructors evaluated with copies of evaluation comments	13	1	5	7
12. Notifying instructors when they are likely to be evaluated	13	1	6	6

obtain information about classroom practices ranked first in terms of degree of importance, followed by obtaining information from students by means of a questionnaire. These practices ranked 3 and 7, respectively, in existing practice. Requiring instructors to submit course outlines, lesson samples, and other materials, requiring instructors to submit a report on classroom activities and accomplishments, and providing instructors evaluated with copies of evaluation comments ranked fourth with similar degrees of importance. Conducting post-evaluation conference with the instructors evaluated and notifying instructors when they are likely to be evaluated ranked

sixth and seventh, respectively, in terms of degree of importance as preferred practices. The lowest ranked practices were conducting classroom visitations in which the instructor is observed, obtaining information from students about an instructor's work, allowing instructors to make written statements, and requiring instructors to write standardized tests.

In Tables 4.29 and 4.30, frequency distributions of principal and vice principal responses on preferred evaluation practices are reported. The responses have been collapsed into high (very great and great), moderate (moderate and some) and low (very limited and no) importance of evaluation practices. Table 4.29 shows the six highest ranked practices, while Table 4.30 reports the six lowest ranking practices.

As is indicated in Table 4.29, eleven of twelve respondents preferred that holding interviews with instructors to obtain information about classroom practices should be given high importance in instructor evaluation. Nine of the respondents suggested that requiring instructor to submit a report on classroom activities and accomplishments should be of high importance, while eight indicated that requiring instructors to submit course outlines, and other materials should receive high importance in instructor evaluation. High importance was preferred by seven of the respondents for three practices: obtaining information from students by means of a questionnaire, providing the instructors evaluated with copies of evaluation comments and notifying instructors when they are likely to be evaluated.

Table 4.30 reports that conducting classroom visitations, requiring instructors to write standardized tests and allowing instructors to make written statements relating to any aspect of their evaluation were the least preferred practices. Nevertheless, at least four principals and vice-principals attached high importance to these practices, and no more than three considered them to merit only low importance.

Table 4.29

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION PRACTICES FOR SIX HIGHEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High f	Moderate f	Low f
1. Holding interviews with instructors to obtain information about classroom practices	12	11	1	-
2. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	12	9	2	1
3. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	12	8	2	2
4. Obtaining information from students by means of a questionnaire	11	7	4	-
5. Providing the instructors evaluated with copies of evaluation comments	12	7	5	-
6. Notifying instructors when they are likely to be evaluated	12	7	3	2

Degree of Satisfaction with Current Evaluation Practices

The data from the questionnaire were analyzed to determine the degree of satisfaction of college principals and instructors with the current instructor evaluation practices. Questionnaire respondents had been requested to rate their degree of satisfaction with the current evaluation practices by circling one of the numbers from 1(highly dissatisfied) to 5 (highly satisfied). Frequency and percentage distributions of the degree of satisfaction with evaluation practices were determined from the responses.

Table 4.30

FREQUENCY DISTRIBUTION OF PRINCIPAL AND VICE-PRINCIPAL RESPONSES ON PREFERRED IMPORTANCE OF EVALUATION PRACTICES FOR SIX LOWEST RANKED PRACTICES

Evaluation Practices	N	Degree of importance		
		High f	Moderate f	Low f
7. Obtaining information from students about an instructor's work through face-to-face interviews	12	6	2	4
8. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructor	12	6	4	2
9. Conducting post-evaluation conference with the instructors evaluated	12	6	5	1
10. Conducting classroom visitations in which the instructor is observed	10	5	3	2
11. Requiring instructors to write standardized tests to gather information about specific teaching abilities	12	5	5	2
12. Allowing instructors to make written statements relating to any aspect of their evaluation	12	4	5	3

Table 4.31 presents the frequency and percentage distributions of the degree of satisfaction with evaluation practices for both instructor/departmental heads and principals/vice-principals. The results show that only 3 out of 215 of the instructors and departmental heads were highly satisfied with existing practices, 46 (or about 21%) were somewhat satisfied, 32 (or about 15%) were undecided, 56 (or about 26%) were somewhat dissatisfied and 40 (or about 19%) were highly dissatisfied. Thirty-eight (or

about 18%) of the instructors and departmental heads did not indicate their degree of satisfaction with evaluation practices.

Table 4.31 also reports that none of the 14 college principals and vice-principals was highly satisfied with evaluation practices, six were somewhat satisfied, two were undecided, three were somewhat dissatisfied and only one of them was highly dissatisfied with the practices. Two of the principals and vice-principals did not answer the question.

Summary

In this chapter was presented an analysis of responses of instructors, departmental heads, principals and vice-principals regarding existing and preferred evaluation personnel, criteria and practices. The results revealed that college principals, departmental heads and subject specialists from the Inspectorate ranked highest as existing personnel and were also preferred by the majority of the respondents to be highly involved in instructor evaluation. Administrators from the Teachers Service Commission, university personnel and the Provincial Education Officer were least involved in existing evaluation and were also least preferred by the majority of the respondents.

The criteria that were highly important in existing evaluation of instructors, according to instructors and departmental heads, included preparation of schemes of work, examination results and academic qualifications. Provision made for individual differences and student working without supervision were of least importance as existing criteria. These respondents preferred that student participation in lessons, preparation of schemes of work and knowledge of curriculum should be highly important in instructor

Table 4.31

FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE DEGREE OF SATISFACTION WITH EVALUATION PRACTICES

Degree of Satisfaction	Frequency	%
Instructors/Departmental Heads		
Highly satisfied	3	1.4
Somewhat satisfied	46	21.4
Undecided	32	14.9
Somewhat dissatisfied	56	26.0
Highly dissatisfied	40	18.6
No answer	38	17.7
Total	215	100.0
Principals/Vice-Principals		
Highly satisfied	-	-
Somewhat satisfied	6	42.9
Undecided	2	14.3
Somewhat dissatisfied	3	21.4
Highly dissatisfied	1	7.1
No answer	2	14.3
Total	14	100.0

evaluation. Instructor's standing in the community and student working without supervision were least preferred by the respondents.

Generally, respondents perceived more emphasis being given to process and presage criteria and least emphasis on product criteria. Similarly, respondents seemed to prefer a greater degree of importance to be attached to process and presage criteria in evaluation of instructors.

The majority of college principals and vice-principals perceived that examination results, instructor's conformity to college norms and student participation in lessons were highly important as existing criteria. Provision made for individual differences and instructor's standing in the community were of least importance. These respondents preferred that concern with student development, knowledge of curriculum and qualities of leadership displayed by the instructor should be highly important in evaluating instructors. Dress and appearance of the instructor and instructor's standing in the community were least preferred by principals and vice-principals.

As reported by the majority of instructors and departmental heads, requiring instructors to submit course outlines, lesson samples and samples of projects, conducting classroom visitations and holding interviews with instructors to obtain information about classroom practices ranked highest as existing practices. Obtaining information from students through face-to-face interviews ranked last as an existing practice. Requiring instructors to submit course outlines and other materials, and providing the instructors evaluated with copies of evaluation comments ranked highest as preferred practices. The least preferred practice was obtaining information from students through face-to-face interviews.

Requiring instructors to submit course outlines, lesson samples and samples of projects and requiring instructors to submit a report on classroom activities and accomplishments ranked highest as existing practices, according to principals and vice-principals. Providing the instructors evaluated with copies of evaluation comments ranked lowest as existing practice. The practices that ranked highest in preferred evaluation, as reported by principals and vice-principals, included holding interviews with instructors to obtain information about classroom practices and obtaining information from students by means of a questionnaire. The least preferred practice by these respondents was allowing instructors to make written statements relating to an aspect of their evaluation.

CHAPTER V

ANALYSIS OF DIFFERENCES AMONG CATEGORIES OF RESPONDENTS

In this chapter are reported results of the analyses used to determine whether or not there were significant differences in responses among various categories of college instructors and departmental heads. The main variables that were considered in the analysis included total number of years of experience in the teaching profession and in college teaching, academic or professional qualifications and size of college. The dependent variables in the analyses of variance were the perceptions of existing and preferred practices regarding personnel involved in evaluation, evaluation criteria, and evaluation practices. Differences between responses of categories established on the basis of the number of times respondents had been evaluated formally at teachers' college as well as degree of satisfaction with existing instructor evaluation practices were also explored by means of t-tests.

Experience of the Respondents in Teaching Profession

An analysis of variance was carried out for four groups of the respondents according to the total number of years of experience in the teaching profession. The groups were as follows: group A — under 5 years; group B — 5 to 10 years; group C — 10 to 14 years; and group D — over 14 years of experience. There were some significant differences in perceptions and preferences for all three dependent variables: personnel, criteria and practices.

Evaluation Personnel

Analysis relating to extent of involvement of personnel across experience categories indicated only one position — subject specialists from the Inspectorate — for

which there was a statistically significant difference among respondents. Table 5.1 reveals that the extent to which subject specialists were perceived to be involved in instructor evaluation increased from the less experienced to the more experienced groups. The difference between those respondents who had over 14 years of experience in the teaching profession and those who had less than 5 years of experience was statistically significant. There were no significant differences among the groups in the preference for subject specialists to be involved in evaluation of instructors.

Evaluation Criteria

On seven of the evaluation criteria there were significant differences across the experience categories. The differences were in perceptions of existing practices on four criteria, in preferences for two others and in both perceptions and preferences on one criterion. Results of the analysis are presented in Table 5.2. Eleven of the fourteen significant differences involved those with over 14 years of experience either perceiving or preferring a greater emphasis on the criteria than those with fewer years of experience. The table reveals that those respondents having between 5 and 9 years of experience in the teaching profession reported less emphasis than did those with over 14 years of experience regarding the application of four criteria — enthusiasm displayed in teaching, evidence of self-evaluation activities, checking of written work, and training of students in self-expression — in the existing evaluation of instructors. However, the two groups were not significantly different with respect to their preferences for the importance that should be attached to these criteria in the evaluation of instructors. Those respondents who had over 14 years of experience also reported that a higher degree of emphasis was placed on enthusiasm displayed in teaching than did the group that had between 10 and 14 years of experience. However, there was no significant difference between these groups regarding preferred importance that should be given to this criterion. The respondents who had less than 5 years of experience in teaching perceived a greater emphasis on

Table 5.1

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PERSONNEL BY TOTAL YEARS OF TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Type of personnel	Total years of teaching experience				F-ratio	Significantly different group
	Group A less than 5 years Mean	Group B 5 - 9 years Mean	Group C 10 - 14 years Mean	Group D over 14 years Mean		
Subject Specialists (Inspectorate)						
Existing (N=175)	2.8	3.0	3.0	3.7	2.95*	D>A
Preferred (N=190)	4.2	4.2	4.1	4.3	0.45	

* Significant at <0.05

Table 5.2

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY TOTAL YEARS OF TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation practice	Total years of teaching experience				F-ratio	Significantly different groups
	Group A less than 5 years Mean	Group B 5 - 9 years Mean	Group C 10 - 14 years Mean	Group D over 14 years Mean		
Maintenance of weekly record of work						
Existing (N=209)	3.2	2.8	3.1	3.6	2.4*	D>A
Preferred (N=209)	3.9	4.1	4.1	3.9	0.31	
Enthusiasm displayed in teaching						
Existing (N=207)	3.3	2.6	2.8	3.7	4.23*	D>C, D>B
Preferred (N=208)	3.9	4.1	3.9	4.3	0.89	
Evidence of self-evaluation activities						
Existing (N=208)	3.2	2.3	2.7	3.2	3.87*	A>B, D>B
Preferred (N=206)	4.0	4.0	4.0	4.0	0.02	
Checking of written work						
Existing (N=209)	3.0	3.0	3.3	3.9	3.24*	D>A, D>B
Preferred (N=203)	3.9	4.2	4.0	4.6	3.29*	D>A, D>C

Table 5.2 continued

Development in students of a sense of responsibility						
Existing (N=209)	2.9	3.1	3.1	3.7	2.33	
Preferred (N=201)	4.1	4.2	4.0	4.7	3.83*	D>C
Training of students in self-expression						
Existing (N=210)	2.8	2.5	3.2	3.4	3.85*	C>B, D>B
Preferred)N=203)	4.0	4.3	4.1	4.4	1.23	
Academic qualifications of the instructor						
Existing (N=207)	3.4	3.8	3.8	4.0	1.12	
Preferred (N=203)	3.8	4.4	4.1	4.4	3.12*	B>A, D>A

* Significant at <0.05

evidence of self-evaluation activities than did those who had between 5 and 9 years of experience in teaching. The two groups were not significantly different in their preferred views of the importance that should be given to this criterion in the evaluation of instructors. In addition, the respondents who had less than 5 years of experience perceived less importance being attached to checking of written work in existing instructor evaluation, and also had a lower preference for the criterion in evaluation of instructors, than did the group that had over 14 years of experience in teaching profession. Those respondents having over 14 years of experience in teaching also attached a higher preference for the importance that this criterion should receive in the evaluation of instructors than did the group that had between 10 and 14 years of experience.

While Table 5.2 indicates that the respondents who had between 10 and 14 years of experience were not significantly different from those who had over 14 years of experience in the perceived importance that was presently given to the development in students of a sense of responsibility as existing evaluation criterion, the two groups were significantly different in their preferences of the importance that this criterion should be given in evaluation of instructors.

The groups of respondents that had between 10 and 14 years or over 14 years of experience in teaching reported that a higher importance was presently given to the criterion of training students in self-expression than did the group that had between 5 and 9 years of experience; however, the groups did not differ on the importance which should be given to this criterion in instructor evaluation. Respondents who had less than 5 years of experience in the teaching profession were significantly different from those who had 5 to 9 or over 14 years of experience in that they indicated that higher importance should be given in evaluation to the academic qualifications of the instructor.

Evaluation Practices

Results of the analysis presented in Table 5.3 indicate that there were significant differences in perceptions or preferences for only two evaluation practices. As compared to respondents who had over 14 years of teaching experience, respondents who had between 10 and 14 years of experience in teaching profession reported that a lower degree of emphasis was placed on requiring instructors to submit course outlines and other materials. They also expressed a preference for a lower emphasis on this evaluation practice in instructor evaluation.

There were also some differences in the perception relating to requiring instructors to submit a report on classroom activities and accomplishments as an existing evaluation practice. Respondents who had over 14 years of experience in the teaching profession perceived that greater importance was attached to this practice than did those who had between 10 and 14 years or between 5 and 9 years of experience in teaching. The two groups were not significantly different in the preferred importance that should be given to this practice.

Experience of the Respondents in College Teaching

For purposes of testing for differences across college teaching experience categories, the respondents were placed into four groups according to the total number of years of experience. The groups were as follows: group A — less than 2 years; group B — 2 to 4 years; group C — 5 to 9 years; and group D — over 9 years.

Evaluation Personnel

The analysis of variance relating to the extent of involvement of various categories of personnel revealed that there were two positions on which there was a statistical difference among groups of respondents. As is indicated by the results in Table 5.4, those respondents who had between 2 and 4 years of experience in college teaching

Table 5.3

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES BY TOTAL YEARS OF TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation practice	Total years of teaching experience				F-ratio	Significantly different groups
	Group A less than 5 years Mean	Group B 5 - 9 years Mean	Group C 10 - 14 years Mean	Group D over 14 years Mean		
Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials						
Existing (N=206)	3.1	2.8	2.6	3.5	2.87*	D>C
Preferred (N=209)	4.1	4.1	3.6	4.3	3.21*	D>C
Requiring instructors to sumit a report of classroom activities and accomplishments including self-evaluation						
Existing (N=207)	2.6	2.1	2.1	3.1	4.6*	D>B, D>C
Preferred (N=212)	3.7	3.7	3.5	4.1	2.02	

* Significant at <0.05

Table 5.4

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PERSONNEL BY YEARS OF COLLEGE TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Type of personnel	Years of college teaching experience				F-ratio	Significantly different groups
	Group A less than 2 years Mean	Group B 2 - 4 years Mean	Group C 5 - 9 years Mean	Group D over 9 years Mean		
University personnel						
Existing (N=151)	2.0	2.1	2.0	2.1	0.13	
Preferred (N=186)	3.3	3.5	2.8	3.1	3.29*	B>C
Instructors being evaluated						
Existing (N=160)	3.0	2.9	2.93.1	0.10		
Preferred (N=178)	3.4	4.1	3.6	3.2	3.01*	B>D

* Significant at <0.05

preferred a higher degree of involvement by university personnel in evaluation than did the respondents who had between 5 and 9 years of experience. A similar difference in preferences exists between those with 2 to 4 years of experience and those with over 9 years in relation to the involvement of the instructors being evaluated. The groups, however, were not significantly different in their perceptions of the actual involvement of these personnel in evaluation of instructors.

Evaluation Criteria

Out of the twenty-nine criteria that were listed in the questionnaire, only one criterion — instructor's standing in the community — on which there was a significant difference across college teaching experience categories. Table 5.5 shows that this difference was between the respondents who had from 5 to 9 years of experience and those with over 9 years of experience. The respondents having over 9 years of experience preferred that higher importance should be be given to this criterion than did those in the latter category. The two groups were not significantly different regarding their views of the importance that was presently given to this criterion in instructor evaluation.

Evaluation Practices

According to the results presented in Table 5.6, there were significant differences in perceptions and/or preferences for two out of twelve types of evaluation practices listed in the questionnaire, namely, holding interviews with instructors to obtain information about classroom experiences and notifying the instructors when they are likely to be evaluated. The table reveals that the respondents who had between 2 and 4 years of experience perceived greater importance being given to holding interviews with instructors to obtain information about classroom experiences than did those who had less than 2 years of experience in college teaching. The two groups did not differ

Table 5.5

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY YEARS OF COLLEGE TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation criteria	Total years of teaching experience				F-ratio	Significantly different groups
	Group A less than 2 years Mean	Group B 2 - 4 years Mean	Group C 5 - 9 years Mean	Group D over 9 years Mean		
Instructor's standing in the community						
Existing (N=209)	2.4	2.6	2.6	3.2	1.48	
Preferred (N=206)	3.4	3.5	3.2	4.2	2.98*	D>C

* Significant at <0.05

Table 5.6

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES BY YEARS OF COLLEGE TEACHING EXPERIENCE OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation practice	Total years of teaching experience				F-ratio	Significantly different groups
	Group A less than 2 years Mean	Group B 2 - 4 years Mean	Group C 5 - 9 years Mean	Group D over 9 years Mean		
Holding interviews with instructors to obtain information about classroom experiences						
Existing (N=208)	2.1	2.8	2.7	2.7	2.54*	B>A
Preferred (N=208)	3.7	3.9	3.7	3.8	0.46	
Notifying the instructors when they are likely to be evaluated						
Existing (N=210)	1.3	2.1	2.5	2.5	5.91*	B>A, C>A D>A
Preferred (N=210)	2.9	3.8	3.3	4.0	4.16	B>A, D>A

* Significant at <0.05

significantly in the preferred degree of importance that this practice should receive in instructor evaluation. Table 5.6 also reveals that two groups of respondents — those who had between 2 and 4 years and those who had between 5 and 9 years — of experience in college teaching perceived that a higher degree of importance was given as well as should be given to notifying the instructors when they are likely to be evaluated than did the respondents who had less than 2 years of experience in college teaching. There was a similar difference in perceptions of existing practices between respondents who had from 5 to 9 years of experience and those who had less than 2 years of experience. These two groups were, however, not significantly different in their preferences for the degree of importance that this practice should receive in evaluation of instructors.

Qualifications of Respondents

Three groups of the respondents based on highest academic and/or professional qualifications were considered in the analysis of variance. The groups were as follows: group A — Diploma/S1; group B — Bachelor's degree; and group C — Master's degree.

Evaluation Personnel

According to the results of the analysis relating to the extent of involvement of various personnel across qualification categories, there were two positions — departmental head and instructors being evaluated — for which difference among groups of respondents were statistically significant. Table 5.7 indicates that the extent to which departmental heads and instructors being evaluated were preferred by the respondents increased from the less qualified respondents to the more qualified ones. Those respondents who had a Master's degree preferred higher involvement than did the respondents who had Diploma/S1. However, there was no statistical difference between

Table 5.7

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PERSONNEL BY ACADEMIC QUALIFICATIONS OF INSTRUCTORS AND DEPARTMENTAL HEADS

Type of personnel	Academic qualifications			F-ratio	Significantly different groups
	Group A Diploma/SI Mean	Group B Bachelor's degree Mean	Group C Master's degree Mean		
Departmental head					
Existing (N=187)	3.5	3.7	3.7	0.26	
Preferred (N=192)	3.6	4.1	4.4	3.36*	C>A
Instructors being evaluated					
Existing (N=154)	2.7	3.0	3.0	0.25	
Preferred (N=172)	3.1	3.8	4.0	2.42*	C>A

* Significant at <0.05

the two groups of respondents regarding their perception of the actual involvement of these types of personnel in existing evaluation of instructors.

Evaluation Criteria

Analysis relating to the degree of importance of evaluation criteria across qualification categories indicated that there were two types of criteria for which there was a significant difference among groups of respondents. These criteria were the development in students of a sense of responsibility and training students in self-expression. Table 5.8 indicates that the preferred importance given to these criteria decreased from the less qualified respondents to the more qualified ones for two groups of the respondents, namely, Diploma/S1 and Bachelor's degree groups. Respondents who had Diploma/S1 preferred that a higher degree of importance should be given to developing in students a sense of responsibility and training of students in self-expression than did the respondents who had a Bachelor's degree. Those respondents who held a Master's degree preferred that a higher degree of importance be given to developing in students of a sense of responsibility than did those who had a Bachelor's degree. These groups were not significantly different in degree of importance that these criteria were presently given in instructor evaluation.

Evaluation Practices

Table 5.9 reports that there were significant differences in perceptions among groups of the respondents for only two evaluation practices: requiring instructors to write standardized tests to gather information about specific teaching abilities and notifying the instructors when they are likely to be evaluated. As is indicated in the table, the degree of importance given to evaluation practices tended to decrease from less qualified to the more qualified respondents.

Table 5.8

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY ACADEMIC QUALIFICATIONS OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation criteria	Academic qualifications			F-ratio	Significantly different groups
	Group A Diploma/SI Mean	Group B Bachelor's degree Mean	Group C Master's degree Mean		
Development in students of a sense of responsibility					
Existing (N=205)	3.7	3.1	3.1	2.03	
Preferred (N=197)	4.6	4.0	4.4	4.29*	A>B, C>B
Training of students in self-expression					
Existing (N=206)	3.0	2.9	3.0	0.15	
Preferred (N=199)	4.7	4.1	4.2	3.04*	A>B

* Significant at <0.05

Table 5.9

RESULTS OF ANALYSIS OF VARIANCE OF RESPONSES RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES BY ACADEMIC QUALIFICATIONS OF INSTRUCTORS AND DEPARTMENTAL HEADS

Evaluation practices	Academic qualifications			F-ratio	Significantly different groups
	Group A Diploma/SI Mean	Group B Bachelor's degree Mean	Group C Master's degree Mean		
Requiring instructors to write standardized tests to gather information about specific teaching abilities					
Existing (N=201)	2.7	1.8	1.7	3.52*	A>B,A>C
Preferred (N=204)	3.8	3.2	3.4	1.40	
Notifying instructors when they are likely to be evaluated					
Existing (N=202)	2.3	2.3	1.6	4.3*	B>C
Preferred (N= 204)	3.2	3.6	3.3	0.94	

* Significant at <0.05

Respondents holding Diploma/S1 perceived that a higher degree of importance was presently given to requiring instructors to write standardized tests than did those who held Bachelor's or Master's degrees. However, the respondents did not differ significantly regarding their preferences for the importance that should be given to this practice in the evaluation of instructors. Table 5.9 also indicates that the respondents holding a Bachelor's degree perceived that a higher degree of importance was being given to notifying instructors when they are likely to be evaluated than did those with a Master's degree. The two groups were not significantly different regarding their preferences for the importance that this practice should be given in instructor evaluation.

Number of Formal Evaluations of Respondents

Two groups of respondents were considered regarding the frequency of formal evaluation at teachers' college: group A — never evaluated; group B — evaluated at least once. Analysis relating to the extent of personnel involvement in instructor evaluation across frequency of formal evaluation categories revealed that there was no position for which there was a significant difference in perceptions between the two groups of respondents. However, there were some differences relating to both evaluation criteria and evaluation practices.

Evaluation Criteria

On three criteria significant differences between the respondents who had never been evaluated and those who had been evaluated formally at least once at teachers' college. The results are presented in Table 5.10. Respondents who had been evaluated at least once perceived that higher importance was presently given to checking written work and to the academic qualifications of the instructor than did the respondents who had never been evaluated formally. The two groups of the respondents did not differ significantly in their preferences for the importance that these criteria should be given.

Table 5.10

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY EXTENT OF FORMAL EVALUATION

Evaluation criteria	Existing			Preferred		
	Group A Never Mean	Group B At least once Mean	t-value	Group A Never Mean	Group B At least once Mean	t-value
Checking of written work	3.1 (N=123)	3.6 (N=85)	-2.27*	4.2 (N=118)	4.1 (N=83)	0.18
Academic qualifications of the instructor	3.6 (N=122)	4.0 (N=83)	-2.20*	4.3 (N=119)	4.2 (N=82)	0.35
Dress and appearance of the instructor	3.5 (N=123)	3.5 (N=84)	0.23	4.1 (N=118)	3.7 (N=85)	2.13*

* Significant at <0.05

Table 5.10 also confirms that these two groups differed significantly regarding their preferences for the importance that should be given to the dress and appearance of the instructor. The respondents who had never been evaluated had a higher preference for the importance that this criterion should receive than did the ones who had been evaluated at least once. There was no significant difference between the two groups regarding their perception of the importance that was being given to this criterion in existing instructor evaluation.

Evaluation Practices

Table 5.11 reports that there were six practices on which there were significant differences in perceptions or preferences between the two groups of respondents. Instructors and departmental heads who had never been evaluated preferred that a higher degree of importance should be given to conducting classroom visitations in which the instructor is observed than did the those who had been evaluated at least once. The two groups did not differ in their perceptions of the importance that was presently given to this practice. The two groups also differed in their perceptions of the degree of importance that was presently given to five practices: holding interviews with instructors to obtain information about classroom practices, requiring instructors to submit course outlines and other materials, requiring instructors to submit a report on classroom activities and accomplishments, conducting a post-evaluation conference, and notifying the instructors when they are likely to be evaluated. Respondents who had been evaluated at least once perceived that higher importance was being given to these practices than did the respondents who had never been evaluated. However, there was no significant difference between the two groups regarding their preferences for the importance that should be given to these practices in instructor evaluation.

Table 5.11

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS FOR EXISTING AND PREFERRED EVALUATION PRACTICES BY EXTENT OF FORMAL EVALUATION

Evaluation practices	Existing			Prefered		
	Group A Never Mean	Group B At least once Mean	t-value	Group A Never Mean	Group B At least once Mean	t-value
Conducting classroom visitations in which the instructor is observed	2.6 (N=121)	2.6 (N=21)	-0.22	3.9 (N=121)	3.4 (N=84)	2.44*
Holding interviews with instructors to obtain information about classroom practices	2.4 (N=120)	2.9 (N=85)	-2.31*	3.8 (N=121)	3.8 (N=86)	0.04
Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	2.8 (N=121)	3.3 (N=84)	-2.41*	3.9 (N=121)	4.1 (N=84)	-0.92
Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	2.3 (N=120)	2.7 (N=85)	-1.97*	3.7 (N=124)	3.7 (N=86)	0.29

Table 5.11 continued

Conducting post evaluation conference with the instructors evaluated	1.7 (N=121)	2.3 (N=83)	-3.09**	3.6 (N=124)	3.9 (N=85)	-1.81
Notifying the instructors when they are likely to be evaluated	1.8 (N=121)	2.4 (N=84)	-2.47*	3.3 (N=121)	3.7 (N=86)	-1.69

* Significant at <0.05

** Significant at <0.01

Degree of Satisfaction of Respondents with Existing Instructor Evaluation

Two groups of the respondents were considered for the degree of satisfaction with instructor evaluation: group A — satisfied; and group B — dissatisfied. Respondents in group A were those who responded 5 (highly satisfied) and 4 (somewhat satisfied) on the satisfaction scale while those in group B responded 2 (somewhat dissatisfied) and 1 (highly dissatisfied). Undecided respondents were omitted in the analysis. Differences between the groups were tested for significance by means of t-tests.

Evaluation Personnel

Results of the analysis relating to the extent of involvement of various types of personnel in instructor evaluation indicated that there were two positions — curriculum planers from the Kenya Institute of Education (K.I.E.) and administrators from the Teachers Service Commission (T.S.C.) — for which there was a significant difference between the two groups of respondents. Table 5.12 reports that the extent to which curriculum planners from the K.I.E and administrators from the T.S.C. were perceived to be involved in the evaluation of instructors decreased from the satisfied group to the dissatisfied group. The satisfied group perceived a higher extent of involvement of curriculum planners from the K.I.E. in existing evaluation practices as compared to the dissatisfied group. There was no significant difference between the two groups in their preferences for this practice in instructor evaluation. The satisfied group perceived and also preferred a higher extent of involvement of administrators from the T.S.C. than did the dissatisfied group.

Evaluation Criteria

On six out of the twenty-nine criteria that were listed in the questionnaire, there were significant differences across satisfaction categories. Results of the analysis are

Table 5.12

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVOLVEMENT OF EVALUATION PERSONNEL BY DEGREE OF SATISFACTION

Type of personnel	Existing			Preferred		
	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value
Curriculum planners from K.I.E.	3.2 (N=39)	2.5 (N=77)	2.65**	4.3 (N=48)	4.0 (N=89)	1.52
Administrators from the T.S.E.	2.6 (N=36)	2.1 (N=75)	2.07*	3.7 (N=46)	3.2 (N=83)	2.15*

* Significant at <0.05

** Significant at <0.01

reported in Table 5.13. As compared to the dissatisfied respondents, the satisfied group perceived that a higher degree of importance was being given to maintaining weekly record of work, developing the process of individual inquiry in students, the degree of cooperation between instructors and other staff, and the instructor's standing in the community as existing criteria. Differences between the two groups regarding their preferences for the importance that these criteria should receive in evaluation of instructors were not significant. While the two groups did not differ significantly in their perceptions of the importance given to checking written work or participating in extra-curricular activities, the differences regarding their preferences for the importance that should be given to these criteria were significant. The satisfied group preferred that a higher degree of importance should be given to these criteria than did the dissatisfied group.

Evaluation Practices

As is reported in Table 5.14, there were significant differences in perceptions and preferences between the satisfaction groups on four evaluation practices. The satisfied respondents perceived a higher degree of importance being given to holding interviews with instructors to obtain information about classroom practices and requiring instructors to write standardized tests to gather information about specific teaching abilities than did the dissatisfied respondents. The two groups did not differ significantly in their preferences for the importance that these practices should be given. Table 5.14 also shows that the two groups were significantly different in their views regarding the degree of importance that was presently given and which should be given to requiring instructors to submit course outlines and reports on classroom activities and accomplishments.

A comparison of the satisfaction with existing evaluation practices between the respondents who had never been evaluated and those who had been evaluated at least once was carried out using t-tests. The results presented in Table 5.15 indicate that the

Table 5.13

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY DEGREE OF SATISFACTION

Evaluation criteria	Existing			Preferred		
	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value
Maintenance of weekly record of work	3.6 (N=49)	2.9 (N=96)	2.74**	4.2 (N=49)	4.0 (N=94)	1.00
Development of the process of indvidual inquiry in students	3.1 (N=49)	2.5 (N=95	2.49*	4.1 (N=49)	3.8 (N=95)	1.60
Checking of written work	3.6 (N=49)	3.1 (N=45)	1.91	4.5 (N=48)	4.1 (N=91)	2.21*
Degree of cooperation of the instructor with other staff	3.7 (N=49)	3.1 (N=95)	2.52*	4.3 (N=48)	4.1 (N=92	1.22
Instructors participation in extra curricular activities	3.2 (N=49)	3.0 (N=94)	1.01	4.1 (N=49)	3.7 (N=92)	2.25*
Instructor's standing in the community	3.0 (N=49)	2.4 (N=94)	2.55*	3.9 (N=49)	3.4 (n=92)	1.83

* Significant at <0.05
** Significant at <0.01

Table 5.14

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES BY DEGREE OF SATISFACTION

Evaluation practices	Existing			Preferred		
	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value	Group A Satisfied Mean	Group B Dissatisfied Mean	t-value
Holding interviews with instructors to obtain information about classroom practices	3.0 (N=49)	2.3 (N=95)	2.53*	4.0 (N=49)	3.9 (N=95)	0.81
Requiring instructors to write standardized tests to gather information about specific teaching abilities	2.1 (N=48)	1.5 (N=93)	2.10*	3.6 (N=48)	3.2 (N=94)	1.34
Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	3.6 (N=48)	2.7 (N=94)	3.58**	4.5 (N=48)	3.9 (N=95)	3.39**
Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation	3.0 (N=49)	2.1 (N=94)	3.43**	4.1 (N=49)	3.6 (N=96)	2.48*

* Significant at <0.05
** Significant at <0.01

Table 5.15

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO DEGREE OF SATISFACTION WITH EVALUATION PRACTICES BY EXTENT OF FORMAL EVALUATION

	Formal Evaluation		
	Group A Never evaluated Mean	Group B At least once Mean	t-value
Satisfaction with existing instructor evaluation practices	2.4 (N=101)	2.7 (N=74)	- 2.07*

* Significant at <0.05

respondents who had been evaluated at least once were more satisfied with instructor evaluation practices than were those who had never been evaluated.

Size of College

The respondents were divided into three groups according to the size of college as defined by the number of instructors in the college. The groups were as follows: group A — less than or equal to 50 instructors (small); group B — 51 to 70 instructors (medium); and group C — 71 instructors or over (large). Analysis regarding the extent of involvement of various types of personnel in instructor evaluation showed that there was no position for which there was a significant difference in perceptions or preferences among respondents from the three groups of colleges. However, there were some differences in relation to both criteria and practices.

Evaluation Criteria

Significant differences in perceptions and preferences among respondents from the three groups of colleges were observed for provision made for individual differences, personality attributes of the instructor, and dress and appearance of the instructor. Table 5.16 indicates that there was a significant difference between respondents from medium-size colleges and those from large colleges on all three criteria. The respondents from medium-size colleges perceived that more importance was being given to these criteria. The difference between the two groups regarding their preferences for the importance that should be given to these criteria was not significant. Table 5.16 also indicates that the respondents from medium-size colleges perceived a higher degree of importance presently attached to personality attributes of the instructor than did the respondents from small colleges; however, the two groups did not differ in their preferences for the importance that this criterion should be given in the evaluation of instructors.

Table 5.16

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION CRITERIA BY SIZE OF COLLEGE

Evaluation criteria	Group A ≤ 50 (Small) Mean	Group B 51 - 71 (Medium) Mean	Group C 71 or over (Large) Mean	F-ratio	Significantly different groups
Provision made for individual differences					
Existing (N=207)	2.4	3.0	2.3	3.22*	B>C
Preferred (N=204)	4.0	4.0	3.9	0.18	
Personality attributes of the instructor					
Existing (N=208)	3.1	3.6	3.1	4.36*	B>A, B>C
Preferred (N=207)	4.1	4.0	3.9	0.43	
Dress and appearance of the instructor					
Existing (N=209)	3.6	3.7	3.0	3.55*	B>C
Preferred (N=206)	4.1	3.8	4.0	1.16	

* Significant at <0.05

Evaluation Practices

There was only one evaluation practice — conducting post-evaluation conference with instructors evaluated — for which there was a significant difference between respondents from two groups of colleges. As is reported in Table 5.17, respondents from small colleges preferred that a higher degree of importance should be given to conducting post-evaluation conference with instructors evaluated than did respondents from medium-size colleges. There was no significant difference between the two groups of respondents regarding their perceptions of the degree of importance that this practice was actually receiving in instructor evaluation.

Satisfaction with Practices

Results of the analysis relating to the degree of satisfaction with instructor evaluation practices and size of college for instructors and departmental heads revealed that respondents from small colleges were significantly different from respondents from medium-size colleges regarding their degree of satisfaction with evaluation practices. As is shown in Table 5.18, respondents from small colleges were more satisfied with evaluation practices as compared to those from medium-size colleges. Similarly, respondents from large colleges were more satisfied with evaluation practices as compared to those from medium-size colleges.

Summary

Results of the analysis of differences among categories of instructors and departmental heads were reported in this chapter. The differences included experience of the respondents in teaching profession and in college teaching, academic or professional qualifications, and size of college.

Table 5.17

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO EXISTING AND PREFERRED EVALUATION PRACTICES BY SIZE OF COLLEGE

Evaluation practices	Group A ≤ 50 (Small) Mean	Group B 51 - 71 (Medium) Mean	Group C 71 or over (Large) Mean	F-ratio	Significantly different groups
Conducting post-evaluation conference with instructors evaluated					
Existing (N=207)	2.3	1.6	2.1	4.00*	A>B
Preferred (N=212)	3.9	3.6	3.7	1.23	

* Significant at <0.05

Table 5.18

RESULTS OF ANALYSIS OF RESPONSES OF INSTRUCTORS AND DEPARTMENTAL HEADS RELATING TO DEGREE OF SATISFACTION WITH EXISTING EVALUATION PRACTICES BY SIZE OF COLLEGE

	Size of College				
	Group A ≤ 50 (Small) Mean (N=61)	Group B 51 - 71 (Medium) Mean (N=80)	Group C 71 or over (Large) Mean (N=36)	F-ratio	Significantly different groups
Satisfaction with existing instructor evaluation practices	2.7	2.2	2.9	5.53**	A>B, C>B

** Significant at<0.01

The results showed that there was a significant difference among respondent groups for one type of personnel, seven criteria and two practices. As compared to less experienced respondents, the more experienced respondents in teaching profession reported more involvement of subject specialists in instructor evaluation, and also perceived and preferred greater emphasis on evaluation criteria and practices. There were statistically significant differences in perceptions and preferences among groups of respondents across college teaching experience categories for two types of personnel, one criterion and two evaluation practices. While the less experienced respondents preferred a higher degree of involvement of evaluation personnel than did the more experienced ones, the more experienced respondents perceived and also preferred a higher degree of importance attached to evaluation practices.

Across qualification categories, the more qualified respondents preferred more involvement of evaluation personnel than did the less qualified ones. On the other hand, the less qualified respondents perceived and also preferred a higher degree of importance attached to evaluation criteria and practices.

There were significant differences between respondents who had never been evaluated at least once for three criteria and six practices. Respondents who had been evaluated at least once perceived and preferred a greater degree of importance attached to evaluation criteria and to practices than did those who had never been evaluated. Across the degree of satisfaction scale there were significant differences among respondent groups for two types of personnel, six critera and four practices. The satisfied respondents perceived and preferred more involvement of evaluation personnel, and also reported and preferred a higher degree of importance given to evaluation criteria and to practices than did the dissatisfied ones.

The results confirmed that the respondents who had been evaluated at least once were more satisfied with instructor evaluation practices than those who had never been evaluated. Although there were no significant differences among groups of respondents

from different colleges for evaluation personnel, respondents differed significantly on three evaluation criteria and one evaluation practice. While respondents from medium sized colleges reported that more importance was attached to some evaluation criteria than did those from large colleges, respondents from small colleges indicated that more importance was given to certain evaluation practices than did those from medium sized colleges.

Respondents from different sized colleges also differed regarding degree of satisfaction with evaluation practices. Respondents from small colleges were more satisfied with practices than did those from medium sized colleges, while respondents from large collegses were more satisfied with practices than were those from medium sized colleges.

CHAPTER VI

STRENGTHS, SHORTCOMINGS AND SUGGESTED IMPROVEMENTS IN INSTRUCTOR EVALUATION

Among the sub-problems addressed in the study were determining the strengths and shortcomings of existing instructor evaluation practices as well as identifying the changes that college principals and instructors believed should be introduced to make practices more effective. Data related to these three problems were obtained by means of the open-ended questions in the questionnaire. The comments and suggestions made by the respondents were categorized into a number of themes based on commonalties in perceived strengths, perceived shortcomings and desired improvements in practices. A number of respondents also made some general comments which are presented in the last section of the chapter.

Strengths of Existing Practices

College instructors, departmental heads, principals and vice-principals highlighted a number of strengths in the existing instructor evaluation practices. In this section the responses are reported under six major themes: quality of teaching, college curriculum and syllabuses, setting standards, promotion of instructors, self-assessment and student development.

Improving Quality of Teaching

The majority of the respondents felt that instructor evaluation practices had improved the quality of teaching in the college. There was a general view that through evaluations, college instructors had become familiar with new methods of instruction, new instructional materials and different teaching methodologies.

The following responses typify some of the respondents' perceptions of the positive contributions of evaluation to teaching.

> Equip instructors with better teaching techniques; help instructors update their educational, social and moral obligations; guide the instructors on what and how to teach; determine instructors' success in teaching; improve instructors' professional approaches to teaching; allow instructors to make changes in teaching strategies; raise instructors' level of efficiency in teaching; enable instructors to modify their instructional materials; make instructors more active and effective in lesson preparation; provide instructors with general professional training in teaching.

Three of the respondents suggested that instructor evaluation practices were an indicator of instructors' preparedness for teaching. Four of the respondents felt that instructor evaluations helped instructors to do their work easily and more effectively. A few others indicated that better teaching techniques were introduced into teachers' colleges through instructor evaluations. Still others felt that evaluation practices led to the improvement of general effectiveness of teaching at teachers' colleges. In general, respondents commented that through evaluations it was possible to ascertain the competence of college instructors, discover weaknesses in teaching, provide instructors with an opportunity to improve on their work; and instill a sense of commitment to duty in instructors.

Some respondents stated that through instructor evaluation practices college instructors were able to select the best resource materials and teaching methods suitable for college level courses. A few of the respondents felt that through instructor evaluation practices competent instructors were selected and retained in teachers' colleges.

Curriculum and Syllabuses

Ten of the respondents commented that through evaluation practices college administrators were able to ensure that instructors followed the designed college curriculum and covered their syllabuses within the time required. Some specific comments were as follows:

> Strict adherence to curriculum of instruction because of evaluations; evaluations ensure that the correct curriculum and syllabuses are followed at teachers' colleges; evaluations ensure that instructors keep up with new changes in college curriculum; evaluations allow for introduction of new changes in curriculum of instruction; evaluations encourage improvement in college syllabuses.

One respondent, in a general statement, remarked that existing evaluation practices contributed to implementating the college curriculum in classroom practices and to familiarizing instructors with the existing curriculum and new methods of instruction. Instructors and personnel from the Inspectorate exchanged views and opinions about the current trends in subjects taught at teachers' colleges during evaluation. In addition, policy makers were able to assess college curriculum changes and to determine the success of planned syllabuses.

Setting Standards

Six of the respondents agreed that existing instructor evaluation practices had improved and raised the standard of education in teachers' colleges. Such terms as "upgrading college educational standards," "uplifting college educational standard" and "raising college educational standards" were used by some of the respondents.

Respondents also suggested that evaluation practices enabled college instructors to focus their teaching on what was was expected of them at teachers' colleges, to review their teaching and to re-plan accordingly. Four of the respondents stated as follows:

> Evaluation practices have raised the general performance of college instructors at teachers' colleges.
>
> Through instructor evaluation practices college educational standards have been greatly improved.
>
> The level of performance of college instructors has been uplifted to meet the expected college standards due to evaluation practices.
>
> Academic and professional standards of education at teachers' colleges have been raised because of instructor evaluations.

One of the respondents, in a general remark, stated that instructor evaluation practices had enabled instructors who had no experience in college teaching, especially those from high schools, to "pull up their socks" in order to reach the required standard of college performance. Another respondent concluded that evaluation practices had established and maintained a high standard of teaching at teachers' colleges.

Promotion

Eight of the respondents suggested that promotion of college instructors was primarily based on information from instructor evaluation practices. After evaluations, those instructors found to be particularly competent in their work were advanced to higher job groups as an incentive. A few of the respondents, while referring to promotion of instructors, used such terms as "job upward mobility" and "personal upgrading." Some respondents stated that evaluation practices promoted the individual status of college instructors and improved their personal morale. The following remarks were made by five of the respondents:

> It is through evaluation practices that college instructors get promoted to higher job groups.
>
> Instructor evaluations conducted at the T.S.C. in the form of interviews are important in the promotion of college instructors in this country.
>
> College instructor evaluation practices have been quite important in the upgrading of instructors.
>
> Instructor evaluation results are normally taken into account in the promotion of instructors.

Some of the respondents clarified that through evaluation practices it was possible for college administrators to identify and to recommend to the T.S.C. those instructors who were particularly outstanding in their work and who deserved promotions. In the views of many of the respondents, therefore, promotion of instructors to higher status through evaluations was a significant development in college teaching.

Self-Assessment

About one-quarter of the respondents commented that evaluation practices enabled college instructors to assess themselves in their teaching and to make any necessary adjustments. Some typical comments were as follows:

> Evaluations help instructors realize their weaknesses and how to cope up with them; evaluations enable instructors to work toward improving their weaknesses; instructors are able to reflect upon their own teaching performance through evaluations.

Approximately twenty percent of the respondents were of the opinion that college instructors were motivated to work harder and to aim higher in their academic advancements because of the evaluation practices. College instructors were kept alert and informed of college teaching problems and general required standards of performance according to the views of some respondents. The following remarks are indicative of this view:

> Evaluations help instructors realize their weaknesses and how to cope with them; evaluations enable instructors to work hard toward improving their weaknesses.

Some respondents remarked that instructor evaluations kept instructors actively involved in their work, made them take their work seriously, and made it possible for a follow-up to be made on classroom work.

Student Development

A few of the respondents assessed the importance of instructor evaluation practices in connection with student development. Some agreed that the present evaluation practices were responsible for higher learning outcomes in students at teachers' colleges. Four of the respondents thought that college students were trained and assessed well because of instructor evaluation practices. Five of the respondents maintained that college students passed their exams and became well prepared for teaching profession as a result of instructor evaluation. Some remarked as follows:

> Instructor evaluation practices help in the assessment of student performance accurately; instructor evaluation practices help learners to gain positively from instructional programs; instructor evaluation practices help students learn well.

A few suggested that through instructor evaluation students who needed special attention were assisted accordingly. Six of the respondents observed that through instructor evaluations the professional training of students at teachers' colleges was strengthened.

Shortcomings of Existing Practices

College instructors, departmental heads, principals and vice-principals cited numerous types of shortcomings of existing evaluation practices. The shortcomings are presented in seven parts in this section: competence of instructor evaluators, evaluation policy, questionable evaluation practices, inadequacy of evaluation, purpose of evaluation, involvement and feedback, and funding and research.

Competence of Evaluators

In their comments about the shortcomings of existing evaluation practices, many of the respondents focused their attention on the personnel involved. Four of the respondents noted that most of the personnel involved in instructor evaluations, especially subject specialists from the Inspectorate, were not competent to perform the task because they had not been trained specifically as evaluators. Respondents described evaluators as untrained, not well qualified academically, and professionally inefficient and inexperienced in the job. Some of the evaluators were perceived to lack the necessary experience in teacher education and technical evaluation skills; consequently, they could not make valid evaluations of instructors. Seven respondents suggested that some of the evaluators "are not well conversant with subjects taught at teachers' colleges." Five of the respondents suggested that, in many cases, the evaluators were academically and professionally less qualified than the college instructors whom they

were supposed to evaluate. They neither knew how to evaluate nor what was expected of a college instructor. The following statements are indicative of the beliefs of some of the respondents about instructor evaluators:

> Evaluation of instructors is not done by properly qualified personnel, hence becomes negative in most cases.
>
> There are some people who do the evaluation, but they do not have the necessary experience in teacher training.
>
> The personnel for evaluation are not conversant with instructional materials used at teachers' colleges.
>
> Some of the evaluators are sometimes ignorant of their own subject areas and ask evaluatees irrelevant questions.
>
> Some of the personnel employed to do the evaluation are out-of-touch with the latest classroom practices.
>
> Some of the evaluators left teaching many years ago and still use out-dated criteria to evaluate college instructors. They harass instead of help. This creates tension in college instructors and impedes performance.

Others commented that some of the evaluators are not up-to-date in the areas they assess, are not experts in the subjects taught in colleges, or have less experience than the instructors.

Evaluation Policy

The majority of the respondents commented that there was no policy governing the evaluation of instructors in Kenyan teachers' colleges. The respondents appeared to mean that there was no clearly written, definite plan of instructor evaluation which specified what was supposed to be done, by whom, and for what purpose. The following remarks typify the beliefs of some respondents about the lack of evaluation policy for college instructors:

> No proper streamlined approach to evaluation of instructor' teaching capacity.
>
> A standardized instructor evaluation method to fairly judge the nature of the instruction at teachers' colleges is not yet fully developed in Kenya.

> There is lack of clear instructor evaluation procedures and knowledge of this by the instructors and evaluators.
>
> There is really no formal system of evaluating college instructors except perhaps during new appointments and promotion of instructors.
>
> Evaluation of instructors does not have any standardized system which is conducive to assessing instructors' proficiency in their work.

Perhaps by referring to a lack of system, these respondents meant that instructor evaluations were not effectively organized or planned. Some of the respondents reported that they perceived the following shortcomings due to lack of policy for the evaluation of college instructors: evaluations were haphazardly done, irregular, and disorderly; visits were unplanned; there were no specific, well-defined evaluation criteria followed; evaluations were unstructured, unpredictable, inconsistent, and uncoordinated; instructors were taken by surprise; and the whole evaluation approach was random and poorly organized.

Several respondents also perceived that there was a lack of direction of evaluations; that inadequate evaluation information was obtained from the instructors; that the evaluators ignored some important aspects of the instructors, such as extra-curricular activities, teaching load and academic achievements; that post-evaluation conferences were not conducted with instructors evaluated; that there were no follow-ups on evaluation experiences or work done by instructors; that poor evaluation methods were used; that evaluation programs were poorly coordinated; and that college instructors were inaccurately evaluated. All these problems, according to some respondents, were due to the lack of an evaluation policy.

Questionable Practices

Many of the respondents expressed concern about unusual aspects of the existing instructor evaluation practices. Nine of the respondents used the term "biased evaluations." The term biased appeared to mean unethical, subjective, or prejudicial practices. Six of the respondents referred to evaluation practices as lacking objectivity.

A few of respondents believed that instructor evaluations were not genuine. Another respondent stated that instructor evaluation practices were irregular and improper. Some of the respondents used expressions such as "evaluations are influence by favoritism," "witch-hunting exercises," "fault-finding practices," "underground excavations," "evaluations carry a connotation of threat," to describe evaluation practices. A few respondents commented as follows:

> Instructor evaluation are more concerned with picking errors from the instructors rather than assisting them to perfect their work.
>
> Evaluation approaches seem to be to find out what an instructor does not know rather than what he/she knows.
>
> Some of the evaluation practices create problems between administrators, instructors and students, and there could even be a confrontation.
>
> Evaluations breed fear in those instructors evaluated, hence may not be effective.

Several comments referred specifically to the behaviors of instructor evaluators, especially subject specialists from the Inspectorate. Eleven of the respondents reported that these inspectors "harass" instructors instead of helping them. Some of respondents described the inspectors as "harsh," "intimidating," "hostile," and "fault-finders." As one respondent put it:

> Inspectors are not objective in their criticisms and normally they give out warnings instead of advice.

A few of the respondents explained that, because of the hostile attitudes of some of the subject inspectors, poor relationship developed between the inspectors and instructors. Twelve of the respondents stated that certain inspectors were known for their unrealistic and biased reports on college instructors.

Inadequate Evaluations

More than 10 percent of the respondents commented about the inadequacy of instructor evaluations. Six of the respondents believed that very little time was allocated

to instructor evaluations. Some of the terms used by respondents on the same issue indicated that very little time was spent on exhaustive discussions and that the visits to colleges by subject inspectors were too short.

Fifteen of the respondents commented on the overall adequacy of evaluation practices. Eight of the respondents remarked that evaluations were not frequently done, not comprehensive enough, and minimal. The following specific observations were made by some respondents in reference to adequacy of the instructor evaluations:

> Instructor evaluation is rare and is done mainly at departmental level by the head of the department and college administration as concerns curriculum activities.
>
> Evaluation is not done in most cases, except for confidential reports that are normally written by college principals.
>
> Evaluation of instructors does not usually happen in our colleges unless for promotion purposes or if there is a big problem in the institution and the Ministry of Education wants to find out the cause.
>
> College instructors are hardly evaluated. Only a few instructors from few areas are sometimes evaluated.
>
> Instructor evaluation is almost non-existent beyond heads of departments checking schemes, and self-evaluation.
>
> There is hardly any instructor evaluation in colleges at the moment other than once in a while, which include interviews for promotions organized by the T.S.C., and which last 1 to 2 hours.

Nearly thirty percent of the respondents commented specifically about evaluation personnel in reference to the adequacy of evaluations. They stated that there was a shortage of personnel involved in evaluation of instructors, especially from the Inspectorate. Three of the respondents indicated that there were few evaluators from the Inspectorate and, consequently, they were unable to cover all the teachers' colleges. One of the respondents reported that, because of inadequacy of evaluation personnel, only few of the college instructors were actually visited and supervised while others were ignored. The following comments summarize some of the beliefs held by some of the respondents regarding adequacy of evaluation personnel:

> Insufficient personnel make it difficult to have constant instructor evaluations.
>
> Some of the evaluators of instructors from the Inspectorate are never available for a long time.

The evaluation contribution from the Inspectorate was also described as being minimal. A few of the respondents commented negatively on curriculum planners from the Kenya Institute of Education for their lack of participation in instructor evaluations in order to check if college syllabuses had been implemented as planned. In the views of some of the respondents, the shortage of evaluation personnel resulted in a limited and narrow assessment of the instructors' performance and contributions. About one-tenth of the respondents reported that some of the instructors had never been evaluated since they joined teachers' colleges.

Purpose

The college instructors, departmental heads, principals and vice-principals presented conflicting views about what they believed were the purposes of instructor evaluation. Whereas some of the respondents perceived that instructor evaluation seemed to be solely for the purpose of promotions of the instructors, others felt that evaluations had no bearing on promotion decisions. The following statements made by some of the respondents typify examples of conflicting opinions regarding the purposes of instructor evaluations:

> Instructor evaluations are for promotions only, not for helping to find weaknesses.
>
> Evaluation for promotions seems to be the sole purpose of evaluation exercises.
>
> Evaluation of college instructors comes mainly when there is a problem in most cases.
>
> The aim of instructor evaluation is to promote or demote the instructors, not for raising their standards of performance in the classroom.
>
> Instructor evaluations are geared toward aspects of discipline of the instructors.

> Instructor evaluations seem to be important only when problems or failures occur.

Nine of the respondents commented that they did not understand what weight evaluations were given in instructor interviews conducted by the Teachers Service Commission (T.S.C.) for promotions. In view of the above conflicting reports, it would appear that some of the college instructors and departmental heads did not fully understand the purposes served by instructor evaluation. No attempt appears to have been made by either the T.S.C. or the Inspectorate to clarify why college instructors should be evaluated.

Involvement and Feedback

Seventeen of the respondents explained that, in most cases, the instructors' views or suggestions were not sought regarding their evaluations. Seven of them maintained that college instructors were neither notified when they would be evaluated in the classroom, nor were they involved in any discussions after evaluations. The following comments typify the respondents beliefs:

> No interviews are held with college instructors to solicit their views about evaluation practices.

> No chance is given to the instructors to discuss evaluation results with the evaluators.

> There is no room in instructor evaluation practices for the instructors to defend themselves where negative reports are made about them.

Almost eight percent of the respondents, commenting on the same problem, stated that instructor evaluation practices created a lot of fear among college instructors because of lack of involvement of the instructors in evaluation. Eleven of the respondents pointed out that there were no discussions between instructors and subject inspectors from the Inspectorate after these inspectors had supervised the instructors. Most of the respondents believed that subject inspectors did not even attempt to encourage self-evaluations among college instructors. Nine of the respondents reported that even college

students were not involved in instructor evaluation practices. Several of the respondents reported that there was a lack of involvement of university personnel in instructor evaluations.

Some respondents also suggested that there was a lack of involvement of the Senior Inspector of Schools and Colleges in instructor evaluation. About one-tenth of the respondents observed that curriculum planners from the Kenya Institute of Education (K.I.E.) were never involved in instructor evaluation.

Respondents also reported that no feedback was given to instructors after their evaluations. Several of the respondents observed that instructors were neither provided with copies of evaluation comments nor were they told how they performed during the evaluation process. Over fifty percent of the respondents stated that sometimes college administrators made confidential reports about instructors but the instructors themselves were never informed of their shortcomings so that they could improve. Some of the respondents remarked as follows:

> Feedback not easily available; feedback not easily provided; lack of immediate feedback from the evaluation exercise, that is to say, sometimes no report is sent to instructors for review; evaluation results are not frequently made available to the instructors; instructors are not told of their strengths and weaknesses after evaluations; no written feedback after evaluation; no feedback from T.S.C. concerning instructors' weaknesses during interviews' instructors are not provided with copies of evaluation comments; instructors are not told how they perform in their evaluations, nor do they have any discussions with evaluators after evaluation experiences; evaluation findings are not given to instructors

Some of the respondents stated that there were no follow-ups of evaluations of instructors. While a few of the respondents believed that there were no rewards for instructors found to be productive during an evaluation process, one respondent was of the opinion that there were "limited rewards for the best instructors" in teachers' colleges.

Funding and Research

Several of the respondents reported that instructor evaluation practices did not receive sufficient funds, either from the T.S.C. or from the Ministry of Education, to support existing instructor evaluation practices and to make them more practicable and comprehensive. About twenty-five percent of the respondents reported that there was a lack of research in the area of college instructor evaluation from which instructor evaluators and instructors themselves could draw some new information and guidance about evaluation practices.

Three of the respondents stated as follows:

> The Ministry of Education does not seem to provide adequate funds to support instructor evaluation programs.
>
> There has not been any research in the area of instructor evaluation. This area has been totally neglected.
>
> Research in college instructor evaluation is lacking in Kenya.
>
> Neither the Ministry of Education nor the T.S.C. has taken any interest in supporting research in instructor evaluation.

Some of the respondents suggested that it was due to the lack of inadequate funding of evaluation programs that instructor evaluation was poorly organized. A few of the respondents believed that subject inspectors from the Inspectorate were in the habit of visiting only few selected colleges to supervise instructors, apparently because of insufficient funding by the Ministry of Education.

Proposed Changes in Evaluation Practices

College instructors, departmental heads, principals and vice-principals made numerous suggestions for changes in instructor evaluation practices. The suggestions related to evaluation policy, evaluation personnel, frequency of evaluation, sharing information, and objectivity and fairness.

Policy, Practices and Criteria

Nearly one-third of the respondents suggested that the Teachers' Service Commission should establish a clear, written policy for evaluating college instructors. Some of the respondents suggested that this policy should be made known to all college instructors and administrators. The following views were expressed by some respondents in reference to the need for an explicit evaluation policy:

> Specific guidelines for instructor evaluations should be established; a formal system of instructor evaluation should be established; evaluation schedules for college instructors should be drawn up; clear evaluation procedures should be established and made known to all college instructors; specific systems of evaluations should be established and should involve instructors themselves; the Ministry of Education, through the Inspectorate, T.S.C. and K.I.E., should establish a more elaborate policy concerning evaluation of college instructors.

A large proportion of the respondents suggested that instructor evaluations should be carried out as a matter of college policy. Several respondents made some suggestions of what they believed should be included in the policy. These included standardized evaluation procedures, clearly defined evaluation criteria, well defined evaluation objectives, identification of the evaluation process and aspects to be evaluated, staff development plans, personnel involved in evaluation, evaluation format, evaluation techniques, and follow-up programs to check if the advice provided is put into practice.

The following purposes of instructor evaluation were proposed by many respondents to be included in an evaluation policy: guiding instructors in personal and professional growth; improvement of instruction; promoting instructors to higher job groups; providing advice to instructors in their teaching performance; and supporting general professional and academic growth of the instructors. A number of evaluation practices and procedures were also suggested by some respondents for incorporation into an evaluation policy. These included sorting out and resolving any conflicting views among instructors and personnel involved in evaluation, having frequent interaction

between instructors and supervisors, and keeping a clear record of instructor's contributions to the overall development of the college. Several remarks were made regarding evaluation practices and procedures. These were as follows:

> I would like these evaluation activities to be carried out mostly by discussion. Through discussions an evaluator can discover much information about college instructors.
>
> Administrators should have face-to-face dialogue with instructors whenever necessary to find instructors' opinion about students' work.
>
> Instructors should be inspected doing the actual teaching in learning-teaching environments in their subject areas.
>
> Instructors should be seen teaching in the classrooms instead of oral interviews at the T.S.C.
>
> Instructors should be visited in their respective areas of work, including the classroom to be able to evaluate them more effectively.
>
> Need for systematic observation of instructors with regard to communication skills, and interpersonal relations.

A number of criteria were suggested for evaluation of college instructors which the respondents believed should be incorporated into the existing evaluation practices and which should also form part of evaluation policy. The criteria suggested are presented in Table 6.1 together with frequencies of mention. Other suggested criteria included such factors as commitment to duty; competence in teaching; clarity and organization of chalkboard; selection of instructional materials; lecture presentation; teaching load; frequency of assignments given to students; ability to communicate effectively with students; special aptitudes; honesty in student evaluation; extra time spent with students; follow-up learners; punctuality to duty; participation in subject panels; involvement in civic activities; participation in public examination marking exercises; involvement in fund-raising donations ("Harambee" donations); involvement in curriculum development; and patriotism to the country.

Table 6.1
Frequencies of Mention of Evaluation Criteria

Criteria	Frequency
1. Instructor's experience in teaching	7
2. Instructor's participation in research activities	7
3. Age of the instructor	4
4. Creativity and improvisation of the instructor	4
5. Instructor's participation in item writing	4
6. Instructor's publications	4
7. Instructor's participation in presentation in workshops or seminars	3

Evaluation Personnel

Many college instructors and departmental heads advocated that instructor evaluation should be done by more academically and professionally trained, qualified personnel. The following are some of the comments made by respondents:

> Use more experienced evaluators; have more qualified evaluation personnel; more academically and professionally qualified people should be employed to evaluate college instructors; we should have competent evaluators to evaluate instructors; the personnel employed for evaluation of instructors should be well informed and helpful people, who can promote standards of education in teachers' colleges

Several comments were made by a few of the respondents regarding the personnel they believed should be involved in evaluation of college instructors and who they felt should be included in an evaluation policy. The comments are as follows:

> Most of the instructor evaluation should be carried by college principals, in a carefully and friendly way.

> Heads of departments should send their confidential reports about college instructors as well.

Students should be involved in evaluation of their instructors through questionnaires.

Evaluation exercise should be done mostly by the inspectorate; the burden should not be left to the principals alone.

There should be a specific team to do the evaluation and should be stationed at district headquarters.

All the personnel involved in curriculum development should frequently visit teachers' colleges and evaluate the implementation of their work by the instructors.

Frequent visits to teachers' colleges by subject inspectors, curriculum developers and planners, administrators from the T.S.C., and the public university teaching staff, are highly recommended for advice and sharing of common experiences and solving educational problems facing college instructors.

Colleagues should be encouraged to evaluate fellow instructors in classroom situations.

Eight of the respondents recommended that some seriousness and dedication should be attached to instructor evaluation practices. Some respondents appealed specifically to the subject specialists from the Inspectorate to be more dedicated in their evaluation activities.

Frequency of Evaluations

Some of respondents advocated more frequent evaluations of college instructors. Five of the respondents commented as follows:

Frequent evaluations by college administration and the Teachers' Service Commission.

College instructors should apply for evaluations as often as they feel they need.

College instructors should not only be evaluated frequently but also inserviced on new ideas regarding instructor evaluations.

The evaluation of college instructors should be done frequently so that the products of such colleges be of high quality.

Instructor evaluators should be encouraged to visit teachers' colleges more frequently.

Twenty of the respondents used the term "more frequently" with reference to frequency of evaluations. Eight of the respondents used the term "regular" in advocating more evaluations. Four of the respondents suggested that instructor evaluations should be conducted more often than they were being done. Three of respondent stated that instructor evaluations should be intensified. Respondents differed in their opinions regarding the time interval between successive evaluations. While some respondents felt that each instructor should be evaluated at least once a year, others suggested that an interval of two years between evaluations was appropriate.

Sharing Information

Another area of concern addressed by some of the respondents related to seminars and workshops for college instructors concerning evaluations. Seven of the respondents suggested that briefing seminars and/or workshops for college instructors and evaluators on evaluation practices and techniques should be organized by the Teachers Service Commission, the Inspectorate or the Kenya Institute of Education. The following statements were made by some respondents:

> Seminars on evaluation procedures and practices should be organized for instructors before their evaluations.
>
> Short courses should be conducted on evaluation exercises for all college instructors and their evaluators.
>
> Holding seminars on identified problem areas in instructor evaluation should be organized for all instructors and evaluators.

About sixty percent of the respondents expressed a need for the provision of evaluation feedback and other forms of incentives to college instructors found to be especially competent in their work. The following comments summarize the respondents' concern about the evaluation feedback:

> Correct feedback should be provided to the instructors evaluated.
>
> Instructors should be provided with evaluation comments about themselves.

Evaluation feedback should be immediately provided to the instructors evaluated.

Instructors should be informed on where they go wrong.

Feedback should always be available even if it is negative.

Twenty-one of the respondents advocated that instructors should be informed about any notable weaknesses or strengths during their evaluations. Seven of the respondents saw evaluation feedback in terms of promotions or other forms of incentives. These respondents suggested that college instructors should be promoted on the basis of academic and professional achievements; that promotion should be based on performance on evaluation; that there should be a scheme for rewarding instructors found to be excellent in certain aspects; that incentives should be worked out for instructors to encourage them and to make the evaluation system more acceptable; that evaluators should identify areas where instructors excel in their services and then promote them along these lines; and that a scheme of service providing automatic promotion after a given period of satisfactory service should be worked out.

Objectivity and Fairness

Nearly one-half of the respondents appealed specifically for more objectivity and fairness in the existing instructor evaluation practices. These respondents suggested that evaluation practices should be made more objective by laying down known evaluation procedures; varying evaluation methods; defining evaluation criteria; leaving out apathy; adopting friendly and more positive approaches to evaluation; doing away with the element of "fault-finding" which has persisted in the practices; discouraging "victimization;" conducting evaluations in a fear-free atmosphere in which ideas could be exchanged between instructors and evaluators; and stopping the connotation of threat in evaluation practices. Three of the respondents suggested that instructor evaluators should respect those evaluated. Five of the respondents suggested that evaluators should help instructors improve in their work instead of harassing them. A few of the respondents

advocated that public relations should be considered as a vital component of existing evaluation practices. Seven of the respondents advocated that there should be a change in attitudes toward the current evaluation practices to make them more meaningful and fair to all instructors. Finally, four of the respondents suggested that there should be no malice in instructor evaluation practices.

Approximately one-quarter of the respondents suggested that more funds should be made available to support instructor evaluation practices for Kenyan teachers' college instructors to make them more effective. Some of the respondent suggested that more funds should be provided for research into college instructor evaluation.

Some of the typical remarks made by a few respondents are as follows:

> The Ministry of Education should provide adequate funds to support instructor evaluation programs, and research in the area of teacher evaluation.

> The Ministry of Education and the T.S.C should channel more funds in the area of instructor evaluation so that the teachers' colleges can be covered adequately by subject inspectors.

> I think it is a high time the T.S.C. or the Ministry of Education thought about supporting research in instructor evaluation.

It may also be appropriate for the Kenyan universities, the Kenya Institute of Education, and the teachers' colleges themselves to conduct research in instructor evaluation.

General Comments

Some of the instructors, departmental heads, principals and vice-principals, made general comments. The comments related to the need for instructor evaluation and the merits of the study. The following comments summarize their views:

> A lot of new tutors from the university (direct) are being posted to teachers' colleges. These instructors need a very close guidance and their work needs to be evaluated all round. There is another group of instructors that were trained to teach in secondary schools. This group needs to be be evaluated to ensure that the instructors are able to adjust to train school teachers.

> Some amount of instructor evaluation in teachers colleges is very essential. Perhaps much of this evaluation needs also to be properly documented. Evaluation of college instructors could be a rather sensitive issue and can best be done occasionally and very carefully. A few people who do the evaluation need not be erratic. Evaluation can help in finding very highly academically experienced college instructors.
>
> Evaluation of college instructors is good, and should be carried out regularly.

The majority of the respondents expressed their support for the study. Some of the comments made are as follows:

> The study has touched some very crucial areas that need to be considered in the evaluation of college instructors.
>
> The study has my blessing and moral support to go along way in contributing towards the state of affairs in evaluation of Kenyan teachers' college instructors.
>
> This study would certainly identify all the major weaknesses in instructor evaluation and would help in creating a sound evaluation program for college instructors.
>
> This study gives insight into the different aspects of instructor evaluation, some of which are not fully explained in our system
>
> This is a very worthwhile study because it may come up with the best instructor evaluation practice or criteria which can be adopted in our colleges -- which may result in the betterment of methods on instruction in teachers' colleges.
>
> The nature of promotions has been through interviews. It were better if some ideas in this study could be used, with recommendations in the items in the questionnaire, promotional practices could be implemented.
>
> The 29 points shown in the questionnaire should be adopted in the evaluation of college instructors.
>
> The study should emphasize the fact that college instructor evaluation lacks in this country and that something should be done.

Some of the respondents expressed the belief that the study was good, necessary, valuable and timely. Over seventy percent of the respondents supported the study and advocated that the report of the study be made available to all the administrators and instructors in the Kenyan teachers' colleges. It may also be appropriate to make the report available to the Teachers Service Commission (T.S.C.), the Inspectorate and to the Kenya Institute of Education (K.I.E.).

Summary

In this chapter the views of college instructors, departmental heads, principals and vice-principals regarding the strengths, shortcomings and improvements of instructor evaluation were reported. Some general comments made by the respondents were also included.

The major strengths highlighted were those associated with the improvement of the quality of teaching, curriculum and syllabuses, standards of college teaching, promotion of instructors, self-assessment and student development. The main shortcomings mentioned concerned competence of evaluators, absence of evaluation policy, questionable practices, inadequate evaluations, purpose of instructor evaluation, involvement and feedback, and funding of and research in instructor evaluation. Among the proposed changes were those concerned with evaluation policy, practices and criteria, evaluation personnel, frequency of evaluations, sharing information, and objectivity and fairness. In general, respondents supported the study and suggested that the report be written and made available to college instructors and administrators.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

An overview of the study is presented in this final chapter in terms of a summary of the general approach to the problem, a review of the findings and a statement of conclusions. The report of the study concludes with some recommendations both for practice in Kenyan teachers' colleges and for further research.

Research Problem and Methodology

The study originated in a general interest in the evaluation of instructional personnel and ways in which practices in a specific context--Kenyan teachers' colleges--might be improved. A focus for the research problem and the method developed from a general review of the research literature on the topic.

Purpose

The following sub-problems served to focus the study:

1. What are the perceptions and preferences of principals and instructors regarding the involvement of various personnel in instructor evaluation?

2. What is the actual and preferred importance of various criteria used in the evaluation of instructors?

3. What perceptions and preferences do college principals and instructors have regarding evaluation practices?

4. To what extent are college principals and instructors satisfied with existing instructor evaluation practices?

5. What are the strengths and shortcomings of existing instructor evaluation practices in the views of college principals and instructors?

6. What changes do college principals and instructors recommend in evaluation practices in order to make them more effective?

The similarities and differences between perceptions and preferences of principals and instructors were also of interest in college instructor evaluation practices and, therefore, were considered in the study.

Methodology

The design of the study followed the methods appropriate for a questionnaire survey. A questionnaire was developed by the researcher from those used in similar studies. After the pilot test, the researcher modified the instrument. The final draft of the questionnaire was a ten-page questionnaire consisting of five sections.

Section one of the instrument was designed to obtain information about the respondents' specific personal and professional characteristics. The second section was designed to obtain the respondents' opinions regarding the extent of involvement of a variety of types of personnel in existing and preferred evaluation of instructors. The third section was designed to obtain the respondents' opinions about evaluation criteria. Section four was designed to obtain the respondents' views regarding evaluation practices for college instructors. The last section was designed to obtain the respondents' opinions about the strengths, shortcomings and possible improvements to existing instructor evaluation practices to make them more effective. Respondents were also requested to indicate their degree of satisfaction with existing instructor evaluation practices.

Copies of the instrument and covering letters were distributed to the respondents in Kenyan teachers' colleges through an agent. The covering letters explained the

purpose of the study, requested the completion of the instrument, and assured the respondents of confidentiality.

Sample

The population for the study consisted of Kenyan college principals and instructors that were currently employed in primary and diploma teachers' colleges. A sample of 247 respondents was obtained from this population, of whom 14 were college principals and vice-principals, and 215 were college instructors and departmental heads. Eighteen respondents did not specify their positions at the teachers' colleges.

Most of the college principals and vice-principals were between 40 and 50 years of age, while the majority of the instructors and departmental heads were between 30 and 40 years of age. A few of the respondents were below 30 or above 50 years of age. One-half of the principals and vice-principals had between 10 and 19 years of experience in the teaching profession, while over one-half of the instructors and departmental heads had between 5 and 14 years of experience in the teaching profession. Only a few of the respondents had less than 2 years or more than 19 years of experience in teaching.

Over one-half of the college principals and vice-principals had between 5 and 14 years of experience in college teaching, while over sixty percent of instructors and departmental heads had between 2 and 9 years of experience in college teaching. A few of the respondents had less than 2 years or more than 19 years of experience in college teaching.

The majority of the study respondents had Bachelor's degrees. A few of them had Master's degrees or other qualifications. Most of the respondents had never been evaluated formally at teachers' college.

Questionnaire Returns

Out of 316 questionnaires that were distributed to the respondents, 247 (74.3%) were returned of which 135 were from primary teachers' colleges and 112 were from diploma teachers colleges. One of the diploma colleges that received the questionnaire was excluded from the study because the principal declined to participate.

Data Analysis

The data were analyzed mostly by computer. Data analysis procedures included appropriate coding of the data and transferring the information to a computer file. Information obtained from computer analysis included frequency and percentage distributions of the respondents in different groups and means of perceptions of existing and preferred evaluation personnel, criteria, and practices. Analysis of variance and t-tests were used to determine the statistical significance of differences among and between various categories of respondents. The open-ended responses from the respondents were analyzed for content only.

Major Findings

The major findings from results of the analysis of existing and preferred instructor evaluation practices and from open-ended responses are reported below.

Personnel Involved in Evaluation

An analysis of the views of college instructors, departmental heads, principals and vice-principals regarding evaluation personnel revealed that there were differences in the perceived and preferred extent of involvement of the various types of personnel in instructor evaluation. According to the views of the majority of college instructors and departmental heads, college principals, departmental heads, subject specialists from the

Inspectorate, Senior Inspector of Schools and Colleges, and colleagues were the top five personnel that were most frequently involved in the existing evaluation of college instructors.

In the preferred evaluation of instructors, the top five types of personnel that were recommended by college instructors and departmental heads included subject specialists from the inspectorate, college principal, departmental head, curriculum planners from the Kenya Institute of Education (K.I.E.), and the Senior Inspector of Schools and Colleges. Four types of personnel, namely, students, Provincial Education Officer (P.E.O), administrators from the Teachers' Service Commission (T.S.C.) and university personnel, were least involved in the existing evaluation of college instructors and were least preferred by college instructors and departmental heads for involvement in the evaluation of instructors.

According to the views of college principals and vice-principals, the five top types of personnel that were most involved in the evaluation of instructors included college principals, departmental heads, instructors being evaluated, subject specialists from the the Inspectorate and curriculum planners from the K.I.E. These same types of personnel were also highly supported by college principals and vice-principals to continue to be involved in evaluation of instructors.

According to the views of college principals, vice-principals, instructors and departmental heads, three types of personnel, namely, the P.E.O., administrators from the T.S.C. and university personnel, were least involved in instructor evaluation and were also least preferred for involvement in evaluation. From the opinions of college instructors, departmental heads, principals and vice-principals, three types of personnel -- college principals, departmental heads and subject specialists from the Inspectorate -- were either frequently or always involved in exiting evaluation of college instructors and were also recommended to be frequently or always involved. On the other hand, the

majority of the respondents believed that the Provincial Education Officer (P.E.O.), administrators from the Teacher's Service Commission (T.S.C.) and university personnel were least involved and were also least preferred for their involvement in the evaluation of instructors.

There were no significant differences among the various groups of college instructors and departmental heads based on the total number of years of experience in the teaching profession regarding their views of existing and preferred evaluation personnel, except for subject specialists from the Inspectorate. The respondents who were more experienced in the teaching profession perceived a higher involvement of subject specialists from the Inspectorate than did those who were less experienced in teaching profession.

The respondents who had 2 to 4 years of experience in college teaching perceived a greater involvement of university personnel in the evaluation of instructors than did those who had between 5 and 9 years of experience in college teaching. Similarly, the respondents who had 2 to 4 years of experience perceived a higher involvement of the instructors being evaluated than did those who had over 9 years of experience.

The respondents who had Master's degrees had a higher preference for the involvement of departmental head and instructors being evaluated than did those who had Diploma/S1.

The satisfied respondents perceived that curriculum planners from the K.I.E. were more involved than did the dissatisfied respondents. The satisfied respondents perceived that administrators from the T.S.C. were more involved and also preferred a higher degree of involvement of these administrators than the dissatisfied respondents.

Evaluation Criteria

According to instructors and departmental heads, seven criteria were highly important in existing and preferred evaluation practices. These were preparation of schemes of work, examination and/or test results, academic qualifications of the instructor, knowledge of curriculum, lesson preparation, concern with student development and student participation in lessons. Five criteria were of relatively low importance in existing evaluation. These included evidence of self-evaluation activities, development of the process of individual inquiry in students, instructor's standing in the community, provision made for individual differences and students working without supervision. In the preferred evaluation of instructors, five criteria were least recommended by the majority of instructors and department heads for use in evaluation of instructors: instructor's participation in extra-curricular activities, development of the process of individual inquiry in students, instructor's participation in college and community activities, students working without supervision, and instructor's standing in the community. Three criteria were of low importance in both existing and preferred evaluation: development of the process of individual inquiry in students, instructor's standing in the community, and students working without supervision.

According to the opinions of college principals and vice-principals, the five criteria which were of high importance in existing evaluation practice included examination and/or test results, instructor's conformity to college norms and authority, student participation in lessons, degree of cooperation by the instructor with other staff and knowledge of curriculum. With regard to preferences, the five criteria which college principals and vice-principals considered most important included concern with student development, knowledge of curriculum, qualities of leadership displayed by the instructor, class control and development in students of a sense of responsibility.

Considering the combined views of college instructors, departmental heads, principals and vice-principals five criteria were of great or very great importance in existing evaluation of instructors. These included preparation of schemes of work, examination and/or test results, academic qualifications of the instructor, knowledge of curriculum and instructor's conformity to college norms and authority. In the preferred evaluation, the four criteria which received most support from college instructors, department heads, principals, and vice-principals were student participation in lessons, knowledge of curriculum, concern with student development, and class control.

According to the responses of instructors, departmental heads, principals and-vice principals, two criteria -- students working without supervision and instructor's standing in the community -- were of least importance in both existing and preferred practice.

There were significant differences among some groups of the instructor and departmental heads differing in the total number of years in teaching on their responses regarding the importance that was given and which should be given to some criteria in evaluation of college instructors. The respondents who had more experience in teaching perceived that higher importance was given to the maintenance of a weekly record of work, enthusiasm displayed in teaching, evidence of self-evaluation activities, checking of written work and training of students in self-expression than did those respondents who had less experience. The more experienced respondents also preferred that higher importance should be given to academic qualifications of the instructor, checking of written work and development in students of a sense of responsibility than did those who were less experienced. Less experienced respondents perceived that greater importance was being given to evidence of self-evaluation activities and checking of written work as existing evaluation criteria than did those who were more experienced.

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The respondents who had over 9 years of experience in college teaching perceived that more importance should be given to an instructor's standing in the community than

that two practices -- requiring instructors to write standardized tests to gather information about specific teaching abilities and obtaining information from students about an instructor's work through face-to-face interviews -- were of relatively low importance in existing and preferred evaluation practices. Although there were some differences between the importance that was presently given and which should be given certain practices, to a large extent existing practices were consistent with preferences.

Respondents with more than 14 years of experience in teaching perceived that greater importance was presently given to requiring instructors to submit course outlines and other materials than did the respondents who had from 10 to 14 years of experience in teaching. The respondents who had over 14 years of experience also perceived that more importance was given to requiring instructors to submit a report on classroom activities and accomplishments than did those who had 5 to 9 years of experience. Similarly, respondents who had from 10 to 14 years of experience in teaching perceived that greater importance was attached to requiring instructors to submit a report on classroom activities and accomplishments than did those who had over 14 years of experience in the teaching profession.

With respect to experience in college teaching, respondents who had less than 2 years of experience perceived that more importance was given to holding interviews with instructors to obtain information about classroom practices than did those who had less than two years of experience. Similarly, respondents who had 2 to 4 years or over 9 years of experience perceived that a higher degree of importance was presently given to notifying the instructors when they are likely to be evaluated and also preferred that greater importance should be attached to this practice than did those who had less than 2 years of experience. The respondents who had 5 to 9 years of experience perceived a greater degree of importance being given to notifying the instructors when they are likely

to be evaluated than did those who had less than 2 years of experience in college teaching.

The respondents who had Diploma/S1 qualifications perceived a greater degree of importance being given to requiring instructors to write standardized tests to gather information abut specific teaching abilities than did those who had Bachelor's or Master's degrees. Respondents who held Bachelor's degree's perceived that more importance was presently given to notifying the instructors when they are likely to be evaluated than did those who had Master's degrees.

Some differences were observed between respondents established on the basis of the number of evaluations. Respondents who had never been evaluated formally preferred that more importance should be given to conducting classroom visitations in which the instructor is observed than did those who had been evaluated formally at least once at teachers' college. However, those respondents who had been evaluated at least once formally perceived that more importance was presently given to holding interviews with instructors to obtain information about classroom practices and requiring instructors to submit course outlines and other materials than did the respondents that had never been evaluated. Similarly, those who had been evaluated at least once perceived that a greater degree of importance was given to requiring instructors to submit a report on classroom activities and accomplishments, conducting post-evaluation conferences with the instructors evaluated, and notifying the instructors when they are likely to be evaluated than did the ones who had never been evaluated.

The satisfied respondents had perceived that a higher degree of importance was given to holding interviews with instructors to obtain information about classroom practices and requiring instructors to write standardized tests than did the dissatisfied respondents. In addition, the satisfied respondents perceived that a greater degree of importance was given and also preferred that greater importance should be given to

requiring instructors to submit course outlines and other materials than did the dissatisfied group. Similarly, the satisfied respondents both perceived and preferred a higher degree of importance for requiring instructors to submit a report on classroom activities and accomplishments than did the dissatisfied group.

Satisfaction with Practices

The results indicated that, in general, many of the college principals, vice-principals, instructors and departmental heads were dissatisfied with existing instructor evaluation practices. Some of the respondents, however, were undecided about their degree of satisfaction with practices. College instructors and departmental heads who had been evaluated at least once formally at teachers' college were more satisfied with existing practices than those who had never been evaluated.

Strengths of Evaluation Practices

In the views of respondents, existing instructor evaluation practices improved the quality of teaching at teachers' colleges in a number of ways. Through the practices college teaching standards were set, instructors were able to follow specially designed college curriculum and syllabuses, and instructors were promoted to higher job groups. College instructors were also able to assess their own teaching effectiveness because of evaluation practices. Finally, through evaluation practices, college students were properly trained and became effective school teachers.

Shortcomings of Evaluation Practices

One of the major shortcomings identified by respondents was that personnel involved in the evaluation of college instructors, especially subject specialists from the Inspectorate, were not trained as evaluators, did not have the required skills or know the

techniques and were relatively inexperienced. Existing instructor evaluation practices were not effective because there was no policy specifying what criteria should be used in the evaluation, what evaluation procedures should be used, what should be the purpose of the evaluation and who should do the evaluating.

Respondents commented on the extent to which they perceived biases in evaluation practices. Instructors felt intimidated by some of the personnel who conducted evaluations. They also felt that evaluations were very inadequate because very little time was devoted to them and because there were very few personnel to do adequate evaluations.

There was evidence of some confusion regarding the purpose of college instructor evaluation. To some respondents the main purpose for evaluations was that they provided a basis for promotion of the instructors. To others the purpose was for less positive outcomes such as victimization, demotion or discipline. Other respondents thought instructor evaluations were done whenever there was a question regarding an instructor's effectiveness in teaching. Other shortcomings were that instructors were not given feedback after they had been evaluated and that there were no provisions for dialogue between the instructors and their evaluators on evaluation outcomes. Consequently, instructors feared being evaluated because they were not involved in the evaluation. There were also no in-service programs to brief instructors or their evaluators about evaluation practices and procedures. The level of funding to support evaluation programs and research in instructor evaluation was also perceived to be inadequate.

Desired Changes

Respondents advocated the establishment of an evaluation policy for college instructors. They suggested that this policy should be written and made known to all instructors and their evaluators. Respondents further suggested that in the established

policy, the purposes of instructor evaluation, evaluation personnel, criteria and practices should be clearly identified. The involvement of more highly qualified personnel in instructor evaluation was also suggested. Respondents advocated more frequent and regular evaluations of instructors. They also suggested that frequent seminars or workshops should be organized for both instructors and evaluators on evaluation practices and procedures. Respondents appealed for more objectivity and fairness in evaluation practices. They also suggested that more funds be provided to support evaluation programs and research in the area of instructor evaluation.

Conclusions

The following are the major conclusions of the study.

1. In general, the personnel now involved in instructor evaluation are the same as the ones respondents would prefer to have involved. The ones who received the greatest support were college principals, departmental heads, and subject specialists from the Inspectorate. The personnel who were least involved in evaluation of instructors -- the Provincial Education Officer (P.E.O.), administrators from the Teachers Service Commission (T.S.C.), and university personnel -- were also least preferred by respondents. Findings revealed an acute shortage of evaluators with adequate knowledge and skills in evaluation techniques and procedures.

2. The results of this study show that, in general, there are few discrepancies between the existing and preferred criteria for the evaluation of instructors. Criteria such as examination and test results (product), preparation of schemes of work (process), academic qualifications of the instructor (presage), knowledge of of curriculum (presage), and instructor's conformity to college norms (presage) appear to be of considerable importance in existing and preferred evaluation practices. Such criteria as students working without supervision (process) and instructor's standing in the

community (presage) were of least consideration in either existing or preferred instructor evaluation.

Respondents also expressed a preference for considering instructor's age (presage), experience in teaching (presage), participation in research (presage), creativity and improvisation (presage), participation in item writing (presage), publications (presage), and participation in presentation in workshops or seminars (presage) as possible criteria for evaluating instructors. It would seem that criteria of the process-presage type received high priority in both existing and preferred instructor evaluation.

3. There were only slight discrepancies between the existing and preferred evaluation practices. Requiring instructors to submit course outlines and other materials, requiring instructors to submit a report on classroom activities and accomplishments, and holding interviews with instructors to obtain information about classroom practices were important practices in both existing and preferred instructor evaluation. Practices such as requiring instructors to write standardized tests and obtaining information from students about an instructor's work through face-to-face interviews were of least importance in existing and preferred evaluation of instructors.

4. The findings confirm that there were no major differences between the perceptions and preferences of college principals and vice-principals and those of instructors and departmental heads regarding personnel involvement in evaluation, evaluation criteria, and evaluation practices.

5. In all aspects of evaluation personnel, evaluation criteria, and evaluation practices, respondents preferred greater involvement or attached more importance to practice than is now the case. This suggests a general dissatisfaction with the extent to which the various personnel were involved as well as in the degree of importance attached to the criteria and practices in the evaluation of instructors.

6. College principals, vice-principals, instructors and departmental heads agreed that the existing practices improved the quality of teaching at teachers' colleges, set college teaching standards, were important in the promotion decisions of the instructors, and enabled instructors to assess their own teaching. The practices were also perceived as contributing to student development.

7. Findings indicate that college principals, vice-principals, instructors and departmental heads were concerned about the evaluation of college instructors. Although respondents highlighted some major strengths of current practices, there was a general discontent because of a varying number of reasons. These related to adequacy of evaluations, competence of evaluation personnel, evaluation policy and to various practices. Accordingly, respondents support changes in personnel involved, in criteria and in practices.

8. There were some differences among respondents who differed in professional characteristics regarding their views about evaluation personnel, criteria and practices. Respondents who were more experienced in the teaching profession and those who were satisfied with evaluation practices perceived and preferred greater involvement of evaluation personnel in instructor evaluation. The more experienced respondents in the teaching profession and those who were more experienced in college teaching perceived and preferred a higher degree of importance of evaluation criteria and practices.

While more qualified respondents preferred more involvement of evaluation personnel, the less qualified respondents and those respondents whom had either been evaluated at least once at teachers' college or were satisfied with evaluation practices perceived and preferred a higher degree of importance of evaluation criteria and practices. Respondents who were evaluated at least once were more satisfied with practices than did those who had never received formal evaluation experiences at teachers' college.

As compared to respondents from large colleges, respondents from medium-sized colleges perceived more importance being attached to evaluation criteria, but were less satisfied with current practices. Respondents from small colleges perceived a higher degree of importance attached to evaluation practices and were also more satisfied with practices than those from medium-sized colleges.

Apart from these differences, respondents viewed the existing practices in a comparable manner regardless of personal and professional characteristics.

Recommendations

Results of the study indicate that very few respondents questioned the need for evaluation of college instructors. The major concerns seem to revolve around the manner in which the process is conducted. Such concerns are not new. For example, Nakitare (1980), in her study of supervisory practices in Bungoma District, reported that some of the inspectors from the Inspectorate were harsh and looked for faults in teachers. Maranga (1981) similarly reported that "many school inspectors have been accused of being autocratic fault finders who used threats in order to make teachers work" (p.18).

The questionable behavior of the inspectors has persisted over the years even though "the autocratic and authoritarian leadership behavior of colonial inspectors acquired before independence was expected to change in order to give way for the new concept of supervision" (Mwanzia, 1985, p.6). An inspector is supposed to be a leader, a helper, and a source of knowledge and guidance. Ominde (cited by Nakitare, 1980, p.35), in his comment about supervisor's approach to teachers commented that:

> The idea that he is a kind of policeman must be disputed and careful thought might be given to the creation of the kind of relationships that are likely to lead to positive and enthusiastic response on the part of teachers. Supervisors who merely succeed in putting up teachers' backs are worse than useless.

According to some of the respondents, very little time was devoted to instructor evaluations; hence, the instructors were exposed to minimal evaluation experiences. A similar problem was observed as early as 1980, by Nakitare, who reported that the time spent by subject inspectors from the Inspectorate in supervising teachers was usually negligible and ranged between two to five minutes. "Consequently the teachers were never helped as adequately as they should" (Nakitare, 1980, p. 29).

The following recommendations are intended to address the general shortcomings of present practice and needed research.

Practice

1. The Ministry of Education should establish a clearly written evaluation policy for college instructors. The policy should state the purpose of the evaluation, what criteria should be used, who should do the evaluation, how the evaluation should be done, the frequency of the evaluation, to whom the evaluation report should go, the role of the instructors in the evaluation process, and the mechanism of feedback of the evaluation experiences to the instructors. Teachers' college instructors and administrators should be involved in designing such an evaluation policy. Included in Appendix F are proposed evaluation models for Kenyan teachers' college instructors. Appendix G includes an example of a teacher evaluation policy model prepared by the Alberta Teachers' Association. Perhaps these models may be a guide in developing a more appropriate evaluation framework for instructors in Kenyan teachers' colleges.

2. An evaluation instrument consisting of the criteria listed in the instrument used in this study and those suggested by respondents should be constructed for use by teachers' colleges. The use of such an instrument would benefit college instructors in terms of reducing the current problems associated with instructor evaluation. In general,

respondents were of the opinion that criteria used in instructor evaluation should be made more explicit to the instructors.

3. The Ministry of Education might need to look into the professional conduct of instructor evaluators, especially subject specialists from the Inspectorate, towards college instructors. A clear, written code of ethical conduct regarding instructor evaluation practices might give guidance into the complexity of the evaluation process.

4. A concrete plan should be initiated for retraining existing personnel involved in evaluation practices to help them become more effective in assisting college instructors. Plans should also be made to ensure that college instructors are briefed on evaluation procedures.

5. A more practical approach to summative instructor evaluation involving classroom visitations by college administration and T.S.C. personnel, as well as by personnel from the Inspectorate and the K.I.E. should be considered. This may provide more comprehensive information about instructor effectiveness.

6. The nature of the confidential, annual reports that college principals make on instructors and submit to the T.S.C. should be carefully examined in terms of their validity and reliability. Development of proper guidelines regarding the preparation and the use of such reports would be advisable.

7. The Inspectorate and the teachers' colleges administration should work as a team in the evaluation of instructors. Evaluation experiences should be shared not only among the evaluators but also with the instructors evaluated. This may remove fear that is often experienced among college instructors because of the wide gap that seems to exist between the evaluators and the instructors.

8. Seminars or workshops should be organized frequently for college instructors and evaluators on evaluation practices. This might enlighten instructors and evaluators

on the procedures and expectations of an evaluation program. A similar recommendation was made about twenty years ago when Lubulellah (1967) stated that:

> We would suggest that the Ministry should organize in-service courses for inspectors, in which the importance of cooperation between teachers and inspectors is highlighted (p. 51).

Mwanza (1985) also recommended that "training of supervisors is essential as a means of providing them with necessary skills unique to supervision" (p. xi).

9. The Ministry of Education should provide adequate funds to support instructor evaluation programs to make them more effective and comprehensive, as well as for research in instructor evaluation.

Further Research

1. Studies should be undertaken to determine whether or not there are significant differences in the extent of involvement of evaluation personnel, or the degree of importance given to evaluation criteria and practices, when a distinction is made between summative and formative evaluations.

2. Research should be carried out to determine the validity and reliability of the use of the highly ranked, preferred evaluation criteria and practices, and the effectiveness of the involvement of the highly preferred personnel, in instructor evaluation.

3. The study relied wholly on a questionnaire to collect data on principals' and instructors' perceptions and preferences regarding instructor evaluation; there was no attempt to conduct interviews to obtain more comprehensive information on the subject. In view of this shortcoming, it is highly recommended that more empirical research should be done using different data collection methods.

4. The study respondents indicated a strong preference for student evaluation of their instructors. Some investigation should be done to find out to what extent student evaluations of instructors may be used to supplement information obtained from other

sources. Studies should also be conducted to determine college students' perceptions of instructor effectiveness. This may provide additional information on some of the areas that require attention in designing an instructor evaluation instrument.

5. Studies should be undertaken to determine the perceptions of college principals, instructors, and subject inspectors from the Inspectorate regarding the purpose of instructor evaluation in Kenyan teachers' colleges. This may provide additional information that could be incorporated into an evaluation policy and, consequently, might help to reduce the uncertainty among college personnel concerning the purpose of instructor evaluation.

6. Studies should be done to determine whether or not there are, in the form of traditional practices or as a body of documented knowledge, some commonalties in the administrative practices of Kenyan teachers' college principals. The findings of such studies may be important in establishing a common base from which to approach instructor evaluation.

7. Some research should be done to determine the appropriateness of the current instructor selection and recruitment practices of the Teachers' Service Commission. Such a study may provide some information regarding the professional, experiential and general background of college instructors which might be of significance in designing an evaluation program.

8. Kenyan universities and colleges, especially those that are involved in teacher education, should encourage their students to undertake research in instructor evaluation. This may provide additional knowledge for use by teachers colleges and policy makers in establishing evaluation programs.

9. The Ministry of Education should initiate a pilot program involving a few colleges in which the recommendations of this study are implemented as step toward

developing a model for instructor evaluation. Results of the experiences in the experimental settings should be communicated to the other colleges.

Evaluation of college instructors is significant in terms of improving the effectiveness of instructors. College instructors occupy an important position in the Kenyan educational system; their selection, recruitment and evaluation should be of greatest concern to the Ministry of Education, the Teachers' Service Commission, the Kenya Institute of Education and the public in general. Therefore, evaluation of instructors should be well planned and done carefully. Outcomes of studies such as the one which is the subject of this report have potential for contributing to improved practice.

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APPENDIX A

KENYAN TEACHERS' COLLEGE EVALUATION GUIDELINES

KENYA INSTITUTE OF EDUCATION
P.O. Box 30231
Nairobi 749900 - 9
Tel. [illegible]
Telegrams: "WATCHFUL" Nairobi.

193

Our Ref: KIE/D/1/92/33

Your Ref:

Date 3rd June, 1987

Mr. Z. Wanzare,
Department of Educational Administration,
Education Building North,
University of Alberta,
Edmonton, Alberta,
CANADA, T 6G 2 G5

RE: COLLEGE INSTRUCTOR EVALUATION IN KENYA

Thank you for your letter of 5th April, 1987.

The Kenya Institute of Education does not deal with instructor evaluation at the University and College levels. These institutions are expected to draw up their own instruments for use in evaluating instructor effectiveness.

However, the Institute systematically evaluates courses conducted by its staff. Feedback from such evaluations is normally used for decision making. A copy of an instrument recently used to evaluate a Form II in-service course is enclosed.

P.A. Ogula

P.A. OGULA
for DIRECTOR
KENYA INSTITUTE OF EDUCATION

PAO/bj

KENYA SCIENCE TEACHERS COLLEGE

K.S.T.C.

ELEPHONE: 566072-73
566075-79

P.O. Box 194
NAIROBI

ur Ref. KSTC/57801/TSC

1st September, 1987

Mr. Zachariah Wanzare,
Department of Education,
Administration,
University of Alberta,
EDMONTON ALBERTA
CANADA T6G 2E8

Dear Mr. Wanzare,

RE: COURSE INTRUCTOR EVALUATION IN KENYA

Your letter dated 13/8/87 on the above subject refers.

I have managed to get you the current organizational charts for the Ministry of Education, TSC and the K.I.E.

The Ministry does not seem to have a chart showing the interrelationships between the five organizations you had quoted, but I hope the separate charts I am sending to you will be helpful.

I have never seen any evaluation policy for Kenyan college instructors. I know only of the Teaching Practice policy from K.I.E.

I am sending you a blank copy of the annual confidential report from TSC instead of the Principal's annual report form for college instructor you had requested. We don't seem to have a form like that.

Sorry for the delay of the materials you had requested. It took me time to get the charts from the various organisations.

Wishing you the best of luck.

Yours sincerely,
REGISTRAR

O.K. KITHEKA
for PRINCIPAL

OKK/bnm

TEACHERS SERVICE COMMISSION:

CONFIDENTIAL REPORT:

NAME _____

TSC/NO. _____

ADVERT NO. _____

PRESENT POST HELD _____

GENERAL CONDUCT AND PERSONAL CHARACTERISTICS _____

_____

_____

CAPACITY FOR ORGANIZATION AND LEADERSHIP _____

_____

ABILITY TO CO-OPERATE WITH OTHERS _____

_____

RELATIONS WITH PUBLIC _____

_____

SPECIAL APTITUTES (IF ANY) _____

_____

OVERALL ASSESSMENT (Outstanding, Very good, Fair, Unsatisfactory etc)

_____

SUITABILITY FOR PROMOTION TO POSITION OF RESPONSIBILITY _____

_____

_____

ADMINISTRATIVE & PROFESSIONAL ABILITY _____

_____

_____

Signature of Reporting Officer

_____

DESIGNATION

Date: _____

TEACHERS
SERVICE
COMMISSION

CONFIDENTIAL

ANNUAL CONFIDENTIAL REPORT FOR 19..196

INSTITUTION .....

Part I—To be completed by teacher

1. Full Name (surname first, underlined) .....

2. (*a*) T.S.C. No. .....
   (*b*) Professional or technical .....
   (*c*) Married or Single .....
   (*d*) Number of children .....
   (*e*) Religion and Denomination .....

3. (*a*) (i) Date of first appointment as teacher .....
   (ii) Date of first appointment by T.S.C. .....
   (*b*) Present post held and date of appointment, e.g. Headmaster .....
   .....

4. (*a*) Present basic salary: £..... p.a. .....
   (*b*) Any allowances attached to post (other than house allowance, travelling allowance, etc.) .....
   .....

5. (*a*) Any special qualifications (e.g. professional, technical or proficiency in languages) .....
   .....
   .....
   (*b*) Any special course taken during the year .....
   .....
   (*c*) Any special contribution to literature or science, etc., during the year .....
   .....
   (*d*) Subject able to teach and to what level in order of preference, e.g. English to Form VI, etc. .....
   .....

Date .....

.....
Teacher's Signature

P.T.O.

Part II—Report by Head of Institution or by Provincial Education Officer in cases of Heads of Institutions

1. General conduct and personal characteristics (temperament, energy, readiness to accept responsibility, etc.) .....

.....

2. Ability (Mental capacity, judgement, etc.):

(*a*) Administrative .....

.....

(*b*) Professional or technical .....

.....

3. Capacity for organization including ability to get good work from staff/students:

.....

.....

4. Ability to co-operate with other teachers .....

.....

5. Relation with public .....

.....

6. Special aptitudes (if any) .....

.....

7. Overall assessment (outstanding, very good, good, fair, unsatisfactory, etc.):

.....

.....

8. Suitability for promotion to position of responsibility, e.g. Headship, etc.:

.....

.....

.....

Signature of Reporting Officer

Date .....

.....

Designation

CHAPTER II

REGISTRATION OF TEACHERS

6. A Person Must be Registered by the Commission to Become a Teacher in Kenya

Any person who wishes to be employed as a teacher in any school in Kenya, registered by the Minister as a school in accordance with the Education Act must first make application, in the manner described in Schedule I to be registered by the Commission in accordance with section 7 of the Teachers Service Commission Act.

7. Conditions for Registration

A person shall be entitled to be registered as a teacher if:

(1) He is the holder of any certificate, licence or authority to teach, issued to him under the Education Act, as in force immediately before the commencement of the Teachers Service Commission Act.

(2) He is deemed to be a qualified teacher in accordance with the Teachers Service Commission Act, Legal Notice No. 90/1967.

(3) He is a person whom the Commission wishes to employ, but who is not entitled to be registered under either of the two foregoing sections, his education, fitness to teach and experience are such as, in the opinion of the Commission, warrant his registration.

(4) A person who is issued with a licence to teach in an unaided school, in accordance with section 7 (*d*) of the Act, L.N. 117/1967.

8. Particulars in Application for Registration

The following particulars shall be supplied to the Commission in the manner required under TSC/REG/1, Schedule I or as the Commission may from time to time prescribe, by any person making application to be registered—

Source: Teachers Service Commission. (Revised 1986). *Code of regulations for teachers*. Nairobi, Kenya: Government Printer.

APPENDIX B

SURVEY INSTRUMENT

COLLEGE INSTRUCTOR EVALUATION PRACTICES AND PREFERENCES QUESTIONNAIRE

This questionnaire is designed to obtain the views of instructors and principals in Kenyan Teachers' Colleges about existing and preferred instructor evaluation practices.

The various sections of the questionnaire focus on personnel involved in evaluation, evaluation criteria, and evaluation procedures. A number of general questions are also included.

Information about personal and professional characteristics of respondents will be used only in data analysis. There are no identifying marks on the questionnaire. Respondents are assured of complete anonymity.

Please complete the questionnaire within the next five days, place in the envelope provided and return the sealed envelope to your principal.

Do not write in this space

SECTION I: PERSONAL AND PROFESSIONAL DATA

Please check the appropriate response for each of the questions which follow. 1 1 - 4

1. What position do you now hold in your college? Check only one.

Principal	___	1
Vice principal	___	2
Head of Department	___	3
Instructor	___	4
Other (specify)_____		5

5

2. What is your present age?

Under 30 years	___	1
30 - 40 years	___	2
41 - 50 years	___	3
Over 50 years	___	4

6

3. Including the current year, how many full years of teaching experience do you have at all levels of the educational system?

Less than two years	___	1
2 - 4 years	___	2
5 - 9 years	___	3
10 - 14 years	___	4
15 - 19 years	___	5
More than 19 years	___	6

7

4. Including the current year, for how many full years have you served in a teacher training college? Check only one.

Less than two years	___	1
2 - 4 years	___	2
5 - 9 years	___	3
10 - 14 years	___	4
15 - 19 years	___	5

8

Please turn to the next page

More than 19 years ____ 6

5. What is your highest professional/academic qualification? Check only one.

Diploma/S1	____	1	
Bachelor's degree	____	2	9
Master's degree	____	3	
Other (specify)	____	4	

6. How many times have you been evaluated formally since you started teaching at teachers' college? Check only one.

Never	____	1	
Once or twice	____	2	
3 - 5 times	____	3	10
6 - 10 times	____	4	
More than 10 times	____	5	

Please turn to the next page

SECTION II: PERSONNEL INVOLVED IN EVALUATION

Eleven types of personnel who may be involved in evaluating college instructors are identified in this section. Please indicate the extent to which each type of personnel is actually (EXISTING) involved in instructor evaluation and the extent to which each type of personnel should be (PREFERRED) involved in instructor evaluation by circling responses according to the following key:

5 Always involved	**4** Frequently involved	**3** Occasionally involved
2 Seldom involved	**1** Never involved	**0** No information

Please circle a response for Existing and for Preferred for each type of personnel.

		Existing	Preferred	
1.	Senior Inspector of schools and colleges	5 4 3 2 1 0	5 4 3 2 1 0	11, 12
2.	Subject specialists from the Inspectorate	5 4 3 2 1 0	5 4 3 2 1 0	13, 14
3.	Curriculum planners from the Kenya Institute of Education (K.I.E.)	5 4 3 2 1 0	5 4 3 2 1 0	15, 16
4.	Administrators from the Teachers Service Commission (T.S.C.)	5 4 3 2 1 0	5 4 3 2 1 0	17, 18
5.	University personnel	5 4 3 2 1 0	5 4 3 2 1 0	19, 20
6.	Provincial Education Officer (P.E.O.)	5 4 3 2 1 0	5 4 3 2 1 0	21, 22
7.	College Principal	5 4 3 2 1 0	5 4 3 2 1 0	23, 24
8.	Departmental Head	5 4 3 2 1 0	5 4 3 2 1 0	25, 26
9.	Colleagues (instructors in the college)	5 4 3 2 1 0	5 4 3 2 1 0	27, 28
10.	Instructors being evaluated	5 4 3 2 1 0	5 4 3 2 1 0	29, 30
11.	Students	5 4 3 2 1 0	5 4 3 2 1 0	31, 32

Please turn to the next page

SECTION III: EVALUATION CRITERIA

2
1 - 4

In this section, criteria which could be used in evaluating college instructors are listed. Please indicate your view of the importance that each criterion is presently (EXISTING) given in instructor evaluation and the importance that each criterion should (PREFERRED) be given in instructor evaluation according to the following key:

5	4	3	2	1	0
Very great importance	Great importance	Moderate importance	Some importance	Very limited importance	No importance

Please circle a response for Existing and for Preferred for each type of criterion.

	Existing	Preferred	
1. Lesson preparation	5 4 3 2 1 0	5 4 3 2 1 0	5,6
2. Knowledge of curriculum	5 4 3 2 1 0	5 4 3 2 1 0	7, 8
3. Preparation of schemes of work	5 4 3 2 1 0	5 4 3 2 1 0	9, 10
4. Maintenance of weekly record of work	5 4 3 2 1 0	5 4 3 2 1 0	11, 12
5. Methods of lesson presentation	5 4 3 2 1 0	5 4 3 2 1 0	13, 14
6. Use of teaching aids	5 4 3 2 1 0	5 4 3 2 1 0	15, 16
7. Enthusiasm displayed in teaching	5 4 3 2 1 0	5 4 3 2 1 0	17, 18
8. Evidence of self-evaluation activities	5 4 3 2 1 0	5 4 3 2 1 0	19, 20
9. Instructor-student relationships	5 4 3 2 1 0	5 4 3 2 1 0	21, 22
10. Concern with student development	5 4 3 2 1 0	5 4 3 2 1 0	23, 24
11. Student participation in lessons	5 4 3 2 1 0	5 4 3 2 1 0	25, 26

Please turn to the next page

			Do not write in this space
12. Students' working without supervision	5 4 3 2 1 0	5 4 3 2 1 0	27, 28
13. Class control	5 4 3 2 1 0	5 4 3 2 1 0	29, 20
14. Development of the process of individual inquiry in students	5 4 3 2 1 0	5 4 3 2 1 0	31, 32
	Existing	**Preferred**	
15. Concern with the character development of students	5 4 3 2 1 0	5 4 3 2 1 0	33, 34
16. Checking of written work	5 4 3 2 1 0	5 4 3 2 1 0	35, 36
17. Development in students of a sense of responsibility	5 4 3 2 1 0	5 4 3 2 1 0	37, 38
18. Training of students in self-expression	5 4 3 2 1 0	5 4 3 2 1 0	39, 40
19. Provision made for individual differences	5 4 3 2 1 0	5 4 3 2 1 0	41, 42
20. Examination and/or test results	5 4 3 2 1 0	5 4 3 2 1 0	43, 44
21. Academic qualifications of the instructor	5 4 3 2 1 0	5 4 3 2 1 0	45, 46
22. Personality attributes of the instructor	5 4 3 2 1 0	5 4 3 2 1 0	47, 47
23. Qualities of leadership displayed by the instructor	5 4 3 2 1 0	5 4 3 2 1 0	49, 50
24. Dress and appearance of the instructor	5 4 3 2 1 0	5 4 3 2 1 0	51, 52
25. Degree of cooperation by the instructor with other staff	5 4 3 2 1 0	5 4 3 2 1 0	53,54
26. Instructor's conformity to college norms and authority	5 4 3 2 1 0	5 4 3 2 1 0	55,56
27. Instructor's participation in extra-curricular activities	5 4 3 2 1 0	5 4 3 2 1 0	57, 58
28. Instructor's standing in the community	5 4 3 2 1 0	5 4 3 2 1 0	59,60
29. Instructor's participation in college and community activities	5 4 3 2 1 0	5 4 3 2 1 0	61, 62

Please add any other criteria which are used or which should be used in evaluating college instructors and circle the responses.

Please turn to the next page

Do not write in this space

30. _____	5 4 3 2 1 0	5 4 3 2 1 0	63, 64
31. _____	5 4 3 2 1 0	5 4 3 2 1 0	65, 66
32. _____	5 4 3 2 1 0	5 4 3 2 1 0	67, 68
33. _____	5 4 3 2 1 0	5 4 3 2 1 0	69, 70

SECTION IV: EVALUATION PRACTICES

A range of practices may be used in instructor evaluation. Please circle one of the numbers from 5 to 1 to indicate your view of the importance presently (EXISTING) given to each practice and the importance that should (PREFERRED) be given to each practice according to the following key. 3 1 - 4

5	4	3	2	1	0
Very great importance	Great importance	Moderate importance	Some importance	Very limited importance	No importance

Please circle a response for Existing and for Preferred for each type of practice. 3 1 - 4

	Existing	Preferred	
1. Conducting classroom visitations in which the instructor is observed.	5 4 3 2 1 0	5 4 3 2 1 0	5, 6
2. Obtaining information from students by means of a questionnaire.	5 4 3 2 1 0	5 4 3 2 1 0	7,8
3. Obtaining information from students about an instructors' work through face-to-face interviews.	5 4 3 2 1 0	5 4 3 2 1 0	9, 10
4. Holding interviews with instructors to obtain information about classroom practices.	5 4 3 2 1 0	5 4 3 2 1 0	11, 12
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instructors.	5 4 3 2 1 0	5 4 3 2 1 0	13, 14
6. Requiring instructors to write standardized tests to gather information about specific teaching abilities.	5 4 3 2 1 0	5 4 3 2 1 0	15, 16

Please turn to the next page

			Do not write in this space
7. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials.	5 4 3 2 1 0	5 4 3 2 1 0	17, 18
8. Requiring instructors to submit a report on classroom activities and accomplishments -- including self-evaluation.	5 4 3 2 1 0	5 4 3 2 1 0	19, 20
	Existing	**Preferred**	
9. Conducting post evaluation conference with the instructors evaluated.	5 4 3 2 1 0	5 4 3 2 1 0	21,22
10. Providing the instructors evaluated with written copies of evaluation comments.	5 4 3 2 1 0	5 4 3 2 1 0	23, 24
11. Notifying the instructors when they are likely to be evaluated.	5 4 3 2 1 0	5 4 3 2 1 0	25,26
12. Allowing instructors to make written statements relating to any aspect of their evaluation.	5 4 3 2 1 0	5 4 3 2 1 0	27, 28

Please turn to the next page

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SECTION V: GENERAL QUESTIONS

Please respond to each of the following questions. If you require more space, please use an additional sheet of paper.

1. What do you consider to be the three (3) major strengths of existing instructor evaluation practices?

2. What do you consider to be the three (3) major shortcomings of the existing instructor evaluation practices?

Please turn to the next page

3. What changes do you believe should be made in the existing instructor evaluation practices to make them more effective?

_____

_____

_____

_____

_____

_____

4. In general, how satisfied are you with the current instructor evaluation practices? Please circle one of the numbers from 5 to 1 to indicate the degree of your satisfaction with the evaluation practices.

5	4	3	2	1	
Highly satisfied	Somewhat satisfied	Undecided	Somewhat dissatisfied	Highly dissatisfied	29

5. Please make any other comments regarding the evaluation of college instructors, the personnel employed for evaluation, the criteria used, or about this study, in the space below.

_____

_____

_____

_____

_____

_____

6. Please indicate the approximate number of instructors in your college.

_____ instructors 30

THANK YOU FOR YOUR COOPERATION

Please turn to the next page

Do not write in this space 210

Please enclose the questionnaire in the envelope provided and return to your principal.

Please turn to the next page

APPENDIX C

CRITERIA USED IN THE INSTRUMENT GROUPED ACCORDING TO MITZEL'S CATEGORIES

Criteria Used in the Instrument Grouped According to Mitzel's Categories

A: Process Criteria

1. Lesson preparation
2. Preparation of schemes of work
3. Maintenance of weekly record of work
4. Methods of lesson presentation
5. Use of teaching aids
6. Enthusiasm displayed in teaching
7. Evidence of self-evaluation activities
8. Instructor - student relationships
9. Student participation in lessons
10. Class control
11. Checking of written work

B: Presage Criteria

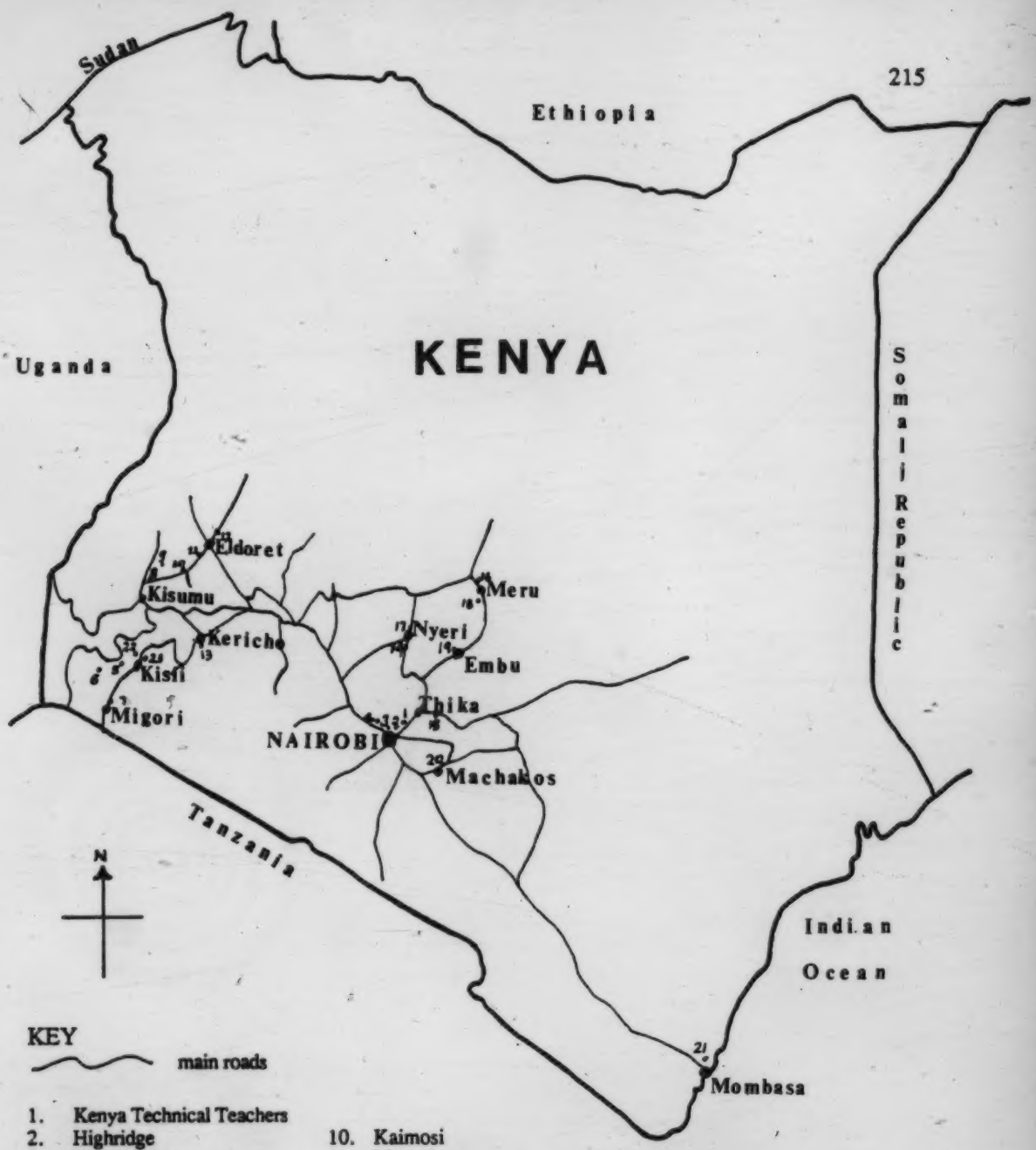
1. Knowledge of curriculum
2. Academic qualifications of the instructor
3. Personality attributes fo the instructor
4. Qualities of leadership displayed by the the instructor
5. Dress and appearance if the instructor
6. Degree of cooperation by the instructor with other staff
7. Instructor's conformity to college norms and authority
8. Instructors participation in extra-curricular activities
9. Instructor's standing in the community
10. Instructor's participation in college and community activities

C: Product Criteria

1. Concern with student development
2. Student's working without supervision
3. Development of the process of individual inquiry in students
4. Concern with the character development of students
5. Developments in students of a sense of responsibility
6. Training of students in self-expression
7. Provision made for individual differences
8. Examination and/or test results

APPENDIX D

MAP SHOWING TEACHERS' TRAINING COLLEGES IN KENYA



KEY

main roads

1. Kenya Technical Teachers
2. Highridge
3. Kenya Science
4. Thogoto
5. Asumbi
6. Kamagambo
7. Migori
8. Siriba
9. Eregi
10. Kaimosi
11. Mosoriot
12. Moi
13. Kericho
14. Kagumo
15. Kilimambogo
16. Egoji
17. Kamwenja
18. Meru
19. St Mark's Kigari, Embu
20. Machakos
21. Shanzu
22. St Paul's Nyabururu
23. Kisii

Figure E.1 TEACHERS' TRAINING COLLEGES IN KENYA

APPENDIX E

CORRESPONDENCE

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

The Permanent Secretary
Attn: Mrs. C. A. Mwango
Office of the President
Research Division
P. O. Box 30510
Nairobi, Kenya

March 31, 1987

Dear Sir:

Re: Request for Permission to
Conduct a Research Project

I would be most grateful if you could grant me permission to collect data for a research project in Kenya during the period May - August , 1987. The data will serve as the basis for a thesis which is part of the requirements of the Master of Education program in which I am enrolled at the University of Alberta.

My research is in the area of college instructor evaluation. A copy of the problem statement from my thesis proposal is enclosed for your information. I am also enclosing a list of the colleges from which I wish to collect questionnaire and interview data.

I propose to make two visits to each of the selected colleges. In the initial visit I shall hold a meeting with the college principals and instructors to explain the purpose and design of the study. At this meeting questionnaires will be distributed to the instructors. A brief interview with the principal will also be conducted during the visit. In my second visit to the colleges, I shall collect the completed questionnaires from the respondents.

As part of the research project, I also propose to hold brief interviews with the Director of the Kenya Institute of Education and the Senior Inspector of Schools regarding present instructor evaluation practices.

Prior to undertaking studies at the University of Alberta, I was an instructor of biology and Head of the Biology Department at Moi Teachers' College, Eldoret. I will be attached to the same college when I return to Kenya.

Thank you for attending to this request.

Yours faithfully,

Zachariah Wanzare

Enc.

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

The Permanent Secretary
Attn: Mrs. C. A. Mwango
Office of the President
Research Division
P.O. Box 30510
Nairobi, Kenya

March 21, 1987

Dear Sir:

Re: Request of Mr. Z. Wanzare

I am writing in my capacity as Mr. Wanzare's supervisor to confirm that the project for which he wishes to collect data in Kenya has been approved for the thesis requirement on his Master of Education program.

The members of Mr. Wanzare's supervisory committee consider that the study has both practical and theoretical significance. With respect to design and methodology, the study meets accepted research standards. The proposed research procedures have also been approved by an ethics review committee in accordance with the policy of the University of Alberta.

I trust that you will be able to give favorable consideration to Mr. Wanzare's request on the basis of the information which has been provided about his study.

Yours sincerely,

E. Miklos

Erwin Miklos
Professor

EM/bo
c.c.: Z. Wanzare

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

April 24, 1987

Dear Principal:

I am writing in my capacity as Mr. Wanzare's thesis supervisor to ask for your cooperation in assisting him with the collection of data for his study.

The members of his supervisory committee have approved the project on the basis of both practical and theoretical significance of the topic. We believe that the results will be helpful to those who are involved in the evaluation of instructors in teachers' colleges in Kenya. In addition, the study will add to previous research on evaluation practices in postsecondary institutions in Canada.

A high return of completed questionnaires is essential if Mr. Wanzare is to draw valid conclusions from the survey. Accordingly, I would be grateful if you could assist him in distributing and collecting questionnaires as well as by completing a questionnaire yourself.

Please be assured that your cooperation will be greatly appreciated both by Mr. Wanzare and by the members of his supervisory committee.

Yours sincerely,

E. Miklos

Erwin Miklos
Professor

EM/bo

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

April 24, 1987

Dear College Instructor,

I am writing to request your cooperation in assisting me with a thesis research project which I am conducting as part of the requirement of my Master in Education program at the University of Alberta. The enclosed questionnare is designed to obtain information about instructor evaluation practices in teachers' colleges.

Please complete the questionnaire, enclose in the envelope provided and return to your principal within the next five days.

Prior to my joining the program at the University of Alberta, I was an instructor of Biology and the Head of Biology Department at Moi Teachers' College in Eldoret.

A report of the study will be mailed to your college when the study is completed.

Your cooperation will be highly appreciated.

Yours faithfully,

Zachariah Wanzare

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

April 24, 1987

To
The Principal
_____
_____
_____

Dear Sir, Ref: College Instructor Evaluation practices and preferences questionnaire

I am conducting a study on college instructor evaluation in Kenya. This is part of ~~of~~ the requirement towards the completion of my M.Ed. program at the University of Alberta.

Prior to my joining the program at the University of Alberta, I was an instructor of Bilogy and the Head of Biology Department at Moi Teachers' College in Eldoret. I shall return to the same college after completion of my study.

I am writing to request your cooperation and assistance in completing this study. Enclosed please find 31 copies of envelopes containing the questionnaires for the study. Please complete one questionnaire and kindly assist me by doing the following:

1. Randomly select thirty members of your teaching staff and distribute an envelope to each one.

2. Remind the staff members to return the completed questionnaires to you within the next five days.

3. Post all the envelopes to Mrs Hellen Wanzare, P.O. BOX 22, Homa Bay, who will then post them to me along with envelopes from other colleges. Your postage stamps are included in the envelope.

A brief report of the study will be mailed to you when the study is completed.

Thank you very much for your cooperation.

Yours faithfully,

Zachariah Wanzare

Department of Educational Administration,
University of Alberta,
Edmonton, Alberta,
Canada, T6G 2G5
24/4/87

To
The Principal
Moi Teachers' College,
P.O. BOX 1125, ELDORET,
KENYA.

Dear Sir, Ref: College Instructor Evaluation practices and preferences questionnaire

I am conducting a study on college instructor evaluation in Kenya. This is part of of the requirement towards the completion of my M.Ed. program at the University of Alberta.

I am writing to request your cooperation and assistance in completing this study. Enclosed please find 31 copies of envelopes containing the questionnaires for the study. Please complete one questionnaire and kindly assist me by doing the following:

1. Randomly select thirty members of your teaching staff and distribute an envelope to each one.

2. Remind the staff members to return the completed questionnaires to you within the next five days.

3. Collect the envelopes and hold them until Mrs Hellen Wanzare calls for them.

Please kindly send me copies of any documents relevant to college instructor evaluation,for example:

(a) a sample of your instructor evaluation report form;
(b) uses of instructor evaluation reports;
(c) role of the instructors in their evaluation;
(d) evaluation policy guidelines and procedures.

These will be used for the purposes of this study only.

Thank you very much for your cooperation.

Yours faithfully,

Zachariah Wanzare

Department of Educational Administration,
University of Alberta,
Edmonton, Alberta,
Canada, T6G 2G5
24/4/84.

To
The Principal

_____
_____
_____

Dear Sir, Ref: College Instructor Evaluation practices and preferences questionnaire

I am conducting a study on college instructor evaluation in Kenya. This is part of of the requirement towards the completion of my M.Ed. program at the University of Alberta.

Prior to my joining the University of Alberta, I was an instructor of Bilogy and the Head of Biology Department at Moi Teachers' College in Eldoret. I shall return to the same college after completion of my study.

I am writing to request your cooperation and assistance in completing this study.
Enclosed please find a copy of the questionnaire for the study. Please complete the questionnaire and kindly post it to Mrs Hellen Wanzare, P.O. BOX 22, Homa Bay, who will then post it to me along with questionnaires from other colleges. Your postage stamps are included in the envelope.

A brief report of the study will be mailed to you when the study is completed.

Thank you very much for your cooperation.

Yours faithfully,

Zachariah Wanzare

OFFICE OF THE PRESIDENT

PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Telegraphic address: "RAIS"
Telephone: Nairobi 27411
When replying please quote
Ref. No. OP.13/001/17C 206/3
and date

P.O. Box 30510
Nairobi

1st October ....., 19.87

Mr. Zacharia Wanzare
Department of Educational Administration
University of Alberta
Edmonton
CANADA T6G 2G5

Dear Sir,

APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA

I wish to acknowledge receipt of your letter dated 8/9/87 and the accompanying documents. The application has been registered and the proposal forwarded to the National Council for Science and Technology for evaluation. A decision on your application will be conveyed to you as soon as possible.

The delay in our previous letter is highly regretted.

Yours faithfully,

J. W. Wanjohi
for: PERMANENT SECRETARY/ADMINISTRATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
UNIVERSITY OF ALBERTA,
EDMONTON, ALBERTA,
CANADA, T6G 2E5

8/9/87.

TO
THE PERMANENT SECRETARY/ADMINISTRATION (ATT. MISS J.W. WANJOHI),
OFFICE OF THE PRESIDENT,
P.O. BOX 30510,
NAIROBI, KENYA.

Dear Sir, Ref. REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KENYA

Thank you very much for your letter ref. OP. 13/090 Vol. II/70, dated 23/4/87. This letter reached me on 28/8/87, about four months after you had written it. The lettr was diverted to surface mail because of insufficient stamps for airmail.

Enclosed please find :

(1) five copies of Form A: APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA, duely completed;
(2) five copies of curriculum vitae;
(3) five copies of my project proposal;
(4) five copies of a letter from my Supervisor;
(5) three current pass-port size photographs of me, duely endorsed by the University of Alberta;
(6) Can. $6.00, of which $3.00 should be used for mailing your reply by air, and $3.00 is an application fee for the above request; and
(7) five copies of my research instrument.

Thank you very much for your cooperation.

Yours faithfully,

Zachariah Wanzare

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

September 4, 1987

Permanent Secretary/Administration
Office of the President
P.O. Box 30510
Nairobi, Kenya

Dear Sir:

Ref. No. OP. 13/090 Vol. II/70

I am writing to confirm that Mr. Zachariah Wanzare's proposal entitled "Instructor Evaluation Practices in Kenyan Teachers' Colleges" has been approved as a Master of Education thesis research project.

The research will be conducted under the supervision of a thesis committee of which I serve as the chairperson.

I would be pleased to provide any additional information which may be required in order to approve his application for permission to conduct research in Kenya.

Yours sincerely,

E. Miklos

Erwin Miklos
Professor

EM/ak

OFFICE OF THE PRESIDENT

PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Telegraphic address: "RAIS"
Telephone: Nairobi 27491
When replying please quote
Ref. No. OP.13/090 VOL.II/70
and date

P.O. Box 30510
Nairobi

23rd April, 19 87

Zacharia Wanzare
Department of Educational Administration
University of Alberta, Edmonton
Canada T6G 2G5

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I wish to acknowledge receipt of your letter on the above dated 31/3/87.

Attached herewith is an application form for the purpose.

Please make enough copies and return after completion.

Yours faithfully,

J.W. Wanjohi (Miss)
for: PERMANENT SECRETARY/ADMINISTRATION

Enc

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MOI TEACHERS COLLEGE

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 22342, 333200
When replying please quote
Ref. No. PTT/C/42/6/Vol.II/
and date

PROJECT IMPLEMENTATION UNIT
AGRICULTURE HOUSE
HARAMBEE AVENUE
P.O. Box 30040
NAIROBI

16th September, 1987

Mr. Zacharia Wanzare,
C/O International Student Affairs,
300 Athabasca Hall,
University of Alberta,
Edmonton,
CANADA, T6G 2E8.

Enclosed are the Application for Authority to Conduct Research forms.

Please fill them and return them to Officce of the President attention Mrs. Mwango.

I am soon forwarding the Teachers Code of Regulations and the Ministry of Education Chart.

E.N. MURIGU (MRS)
for: PROJECT DIRECTOR

FORM A

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT

APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA

PART I

(Notes to be read before completing the form)

1. An application for a research permit must be submitted in five (5) copies to reach the Permanent Secretary, Office of the President, P.O. Box 30510, Nairobi, Kenya (herein referred to as the Ministry) at least 6 months before the date the applicant intends to start conducting the research in the case of non-resident applicants and 3 months in the case of resident applicants.

2. The research clearance application forms must be accompanied by the following:

(*a*) Comprehensive curriculum vitae of all the applicants (5 copies).

(*b*) A comprehensive project proposal, including details of objectives, hypothesis, methodology, literature review and envisaged application of the research results (5 copies).

(*c*) A letter from the sponsor (5 copies). Sponsor is the person or body providing primary financial and/or material support towards the project.

(*d*) Three current passport-size photographs of the applicant duly endorsed by the sponsor or referee at the back.

3. The following fees are payable by applicants in cash or crossed postal order or bankers order:

(*a*) A non-refundable application fees to the Ministry of KSh. 25 for Kenya citizens and KSh. 1,000 non-citizens.

4. An applicant who has been permitted to conduct research in Kenya must undertake to deposit a minimum of four copies of his/her research findings including notes and methodology with the Ministry, on completion of the research. If the research is to be completed outside Kenya, the raw, unfinished material must be endorsed by the affiliating institution and the relevant Government office before such materials may be taken out of Kenya. The final research reports must be submitted within a year from the date indicated as the completion date on this application form unless an extension has been approved in writing by the Ministry.

5. For projects which take longer than a year, two copies of yearly progress report, duly endorsed by the affiliating institution, must be submitted to the Ministry.

6. Any loss or damage to materials or documents made available to a researcher must be made good by him/her.

7. Materials, specimens, information or documents obtained in the course of the research work must not be used or be disposed of in a manner prejudicial to the interests of the Republic of Kenya.

8. Research associateship/affiliation with a relevant Kenyan public research institution, intended or finalized, must be shown on this application form (*see* Part II, No. 4). It is the applicants's responsibility to negotiate for the affiliation and provide the necessary evidence of this affiliation. No research permit will be issued until the affiliation is confirmed. A list of institutions approved for affiliation purposes is appended. However, see the waiver for Kenyans in item 4 Part II of this application.

9. For short- and medium-term projects, the research permit will be issued for a period not exceeding two years, subject to renewal for further one year. An application for renewal, to be made on the official research clearance renewal application forms, should be submitted to the Ministry at least three months before the expiry of the permit. A renewal fee of KSh. 10 for Kenya citizens and KSh. 100 for non-citizens will be required.

10. For long-term projects taking more than three years, applicants are advised to request for further information from the Ministry before submitting their application.

11. The Government of Kenya will have access to data and research premises of the project.

12. Persons who have not submitted satisfactory final reports on previous research work done in Kenya cannot be cleared for new projects.

13. Attention is drawn to sponsoring institutions and referees on the shared responsibility of making sure that researchers sponsored by them observe the foregoing regulations as breach of the regulations could result in refusal of permits for other researchers sponsored by the same institutions or referees.

14. Applicants are advised in their own interests, to await the final written decision on their application from the Ministry before they come to Kenya in respect of their research projects.

PART II

(To be completed by the applicant)

1. (*a*) Surname of project leader .....

(*b*) Other Names .....

(*c*) Passport No. ..... Issued at ..... Date .....

(*d*) Permanent Residential Address .....

(*e*) Postal Address .....

.....

(*f*) Address while staying in Kenya (if applicable) .....

.....

Contact Telephone in Kenya .....

(*g*) Age ..... (*h*) .....

(*i*) .....

(*j*) Qualifications .....

(Please attach above details for other research staff and their curriculum vitaes)

2. Personal references:

(Give names, and full addresses of two Senior Academic/Professional Referees. These should be professionally qualified in the same field of research which the applicant wishes to undertake.)

(*a*) Name .....

Address .....

Occupation .....

Date ....

Referee's Signature

(*b*) Name .....

Address .....

Occupation .....

Date ....

Referee's Signature

3. (*a*) Have you applied for authority to conduct research in Kenya before Yes/No

(*b*) Title of the research (if any) previously applied for .....

.....

(*c*) The application was approved/rejected* *vide* the Ministry's letter Ref. No. .....

..... Dated .....

4. (*a*) Have you sought affiliation with a Kenyan institution approved for affiliation purposes? Yes/No ..... if yes, please give name of institution .....

.....

(*b*) If No, you should seek research affiliation with a relevant approved Kenyan institution and provide name of institution (A list of institutions approved for affiliation is appended).

Note.—Affiliation is not required for Kenyans sponsored by Kenyan sources or under approved bilateral or multilateral aid schemes.

5. University/Foundation/Organization, etc. under which the research project is being undertaken.

6. (*a*) Source(s) of finance .....

(*b*) Amount .....

7. Title of the research project .....

8. Purpose of the research (e.g. M.Sc. Ph.D. thesis, etc.) .....

9. Field and scope of the research .....

10. Theme/hypothesis of the research .....

11. Methodology of the research .....

12. List major equipment to be brought to Kenya by non-resident researchers.

.....

13. Location of the field work:

District ..... Province .....

(Please note that the Government of Kenya may require alternative location).

14. Estimated period of the project from ..... to .....

15. I will need access to the following Public Records .....

.....

16. I will need to interview the following Government Officials .....

.....

.....

17. I will need to interview members of the public who I will select as follows:

.....

.....

(Please incorporate details of sampling procedures, if relevant, in the description of your project).

18. I intend to use the attached copies of questionnaire(s).

19. I certify that I have read and understood the conditions given in parts I and II. I do agree to abide by them as required and that the information given by me in Part II is correct to the best of my knowledge.

20. I ..... (Name) do agree to deposit at least 4 copies of a final comprehensive report on my research project with the Government of Kenya within a year from the date indicated as the completion date of the project in item 14 above.

Date ..... Signature .....

PART III

(For official use by affiliating institution)

1. Name of affiliating institution .....
2. Recommendation by the head of the institution of affiliation.....

.....

.....

.....

Name of official .....

Signature .....

Title ..... Date .....

PART IV

(For use by N.C.S.T.)

1. Comments by the relevant Government Ministry/Department .....

.....

.....

2. Sub-committee's recommendations .....

Date .....

.....
Chairman of Sub-Committee

3. Approved/Not approved.

Date .....

.....
Chairman, N.C.S.T. Research Committee

PART V

(For official use only)

1. Comments by the relevant Government Ministry/Department .....

.....

.....

.....

2. Sub-committee's recommendations .....

.....

.....

.....

Date .....

.....
Chairman of Sub-Committee

3. Approved/Not approved.....

Date .....

.....
Chairman, N.C.S.T. Research Committee

APPENDIX F

PROPOSED EVALUATION FRAMEWORK

EVALUATION FRAMEWORK

The evaluation framework for college instructor evaluation (Figure F.1) should focus upon the needs of (a) the instructors; (b) students; (c) the colleges; (d) community; (e) Inspectorate; (f) Teachers Service Commission (T.S.C.); and (g) Kenya Institute of Education (K.I.E.). The evaluation framework should operate within the broad educational goals as defined by the Ministry of Education. The evaluation framework, therefore, illustrates a multiple approach to instructor evaluation in which information from the teachers Service Commission, the Inspectorate, the Kenya Institute of Education (K.I.E.), colleagues, students, community, and the instructor himself, is used to judge the instructor's effectiveness.

The Kenyan teacher training institutions have as their universal objective, excellence in teaching and essential commitment to quality instruction. Much attention is paid to quality of teaching. In view of this objective, there is need for continuous evaluation of the performance of the instructors in the various departments in each college in order that performance constantly may be improved and incentives may be provided. This evaluation process should begin when an instructor joins a college, and should continue throughout his/her term of service in the college. The evaluation serves as a guide for further instructor development and possible promotion. It enables the instructor to know how well he/she is teaching and what he/she can do to improve his/her work. Thus, information -- success or failure -- may be used to make adjustments in needs, foci, goals, objectives and designed activities.

College instructor evaluation as mentioned above, is based on the assumption that there are certain core competencies the instructors must have to be able to teach in teachers' colleges. There is then a need to identify these core competencies and to define them in behavioral terms which can be observed and measured in the classroom. This requires a comprehensive instructor evaluation program, with clearly defined purposes

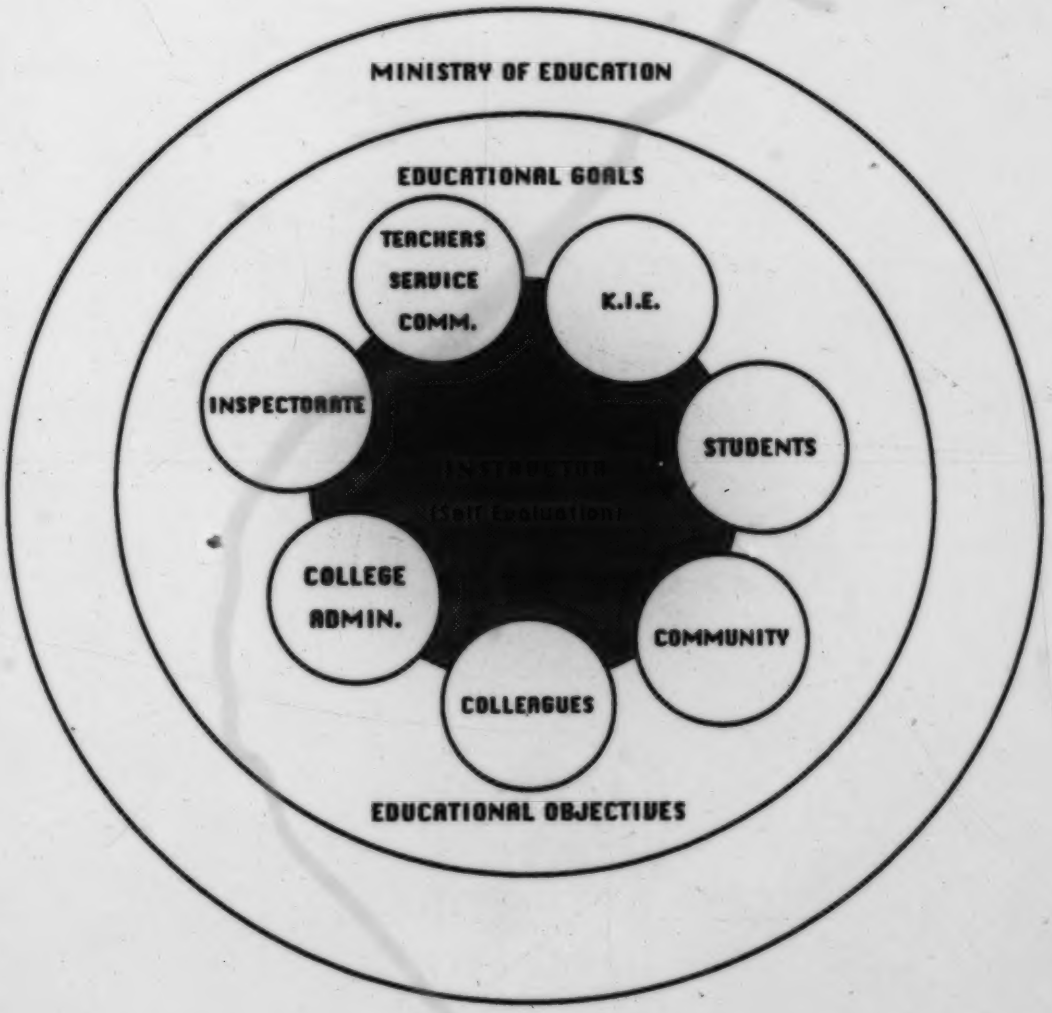


Figure F.1

Evaluation Model For Kenyan Teachers' College Instructors

and objectives and which would be credible within and beyond the colleges. Such an evaluation program would also address the claim that teaching is a very complex activity conducted in a highly personalized fashion by professionals who view their activities as unique.

A very important component of the instructor evaluation framework is self-evaluation. This self-evaluation testifies to the autonomy and professional responsibility of the instructor. The instructor is the most appropriate person to describe the personal and professional context of his instructional role. A conceptual model for self-evaluation is presented in Figure F.2. As a result of the instructor's interactions with peers, students, administrators, or subject experts, and by carefully studying and analyzing educational objectives, the instructor should get an insight for self-evaluation. Through this self-evaluation, the instructor's teaching behavior may be modified (changed). This improved teaching may lead to increased student learning. Through instructional evaluation (a) the instructor gets feedback regarding his teaching effectiveness, and (b) various administrative decisions may be made which could also act as feedback to the instructor, or lead to the review of educational objectives.

The Teachers Service Commission recruits and selects college instructors. The selection may involve an interview organized by the T.S.C. for positions available at the teachers' colleges. The Teachers for primary schools are trained in primary teachers' colleges, while those teachers for secondary schools are trained in diploma teacher training colleges and the universities. There is, therefore, an urgent need to develop evaluation procedures that will use the talents of the instructors maximally.

Underlying Assumptions

The evaluation framework for instructor evaluation is based on the following underlying assumptions:(1) There is a common interest in high quality education. This

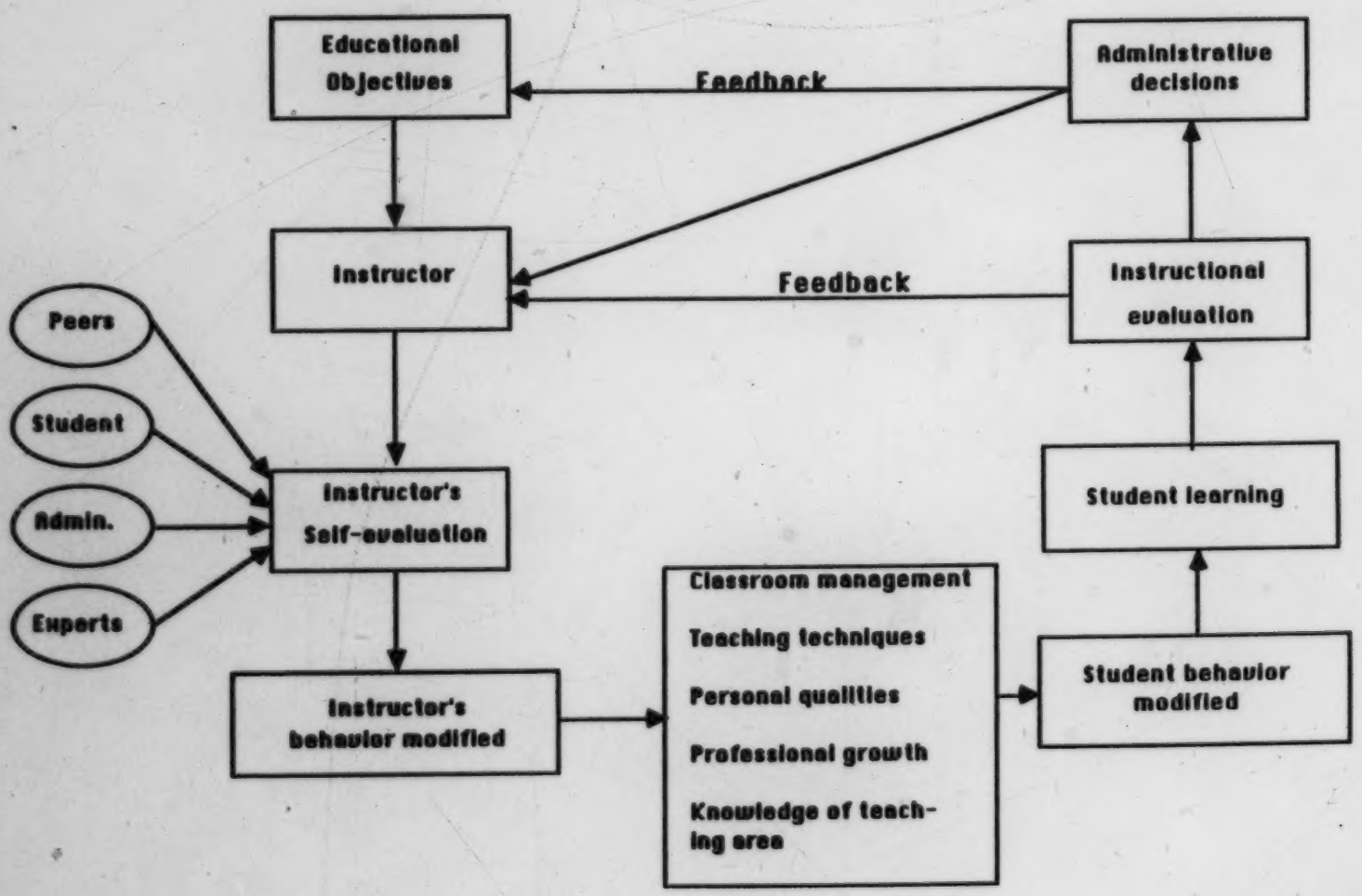


Figure F.2 Conceptual Model of Instructor Self-evaluation

assumption is based on the belief that personnel at all levels of college organization want to have high quality programs for the students.

(2) College instructors are committed to improving their performance, that it to say, they desire to be competent professionals. Evaluation program is based on the assumption that instructors want to improve job satisfaction.

(3) The role of the instructor is complex and multi-dimensional. In addition to the instructional expectations there are other important responsibilities assigned to the instructor. All of the instructor responsibilities are considered in the evaluation program.

(4) The instructional responsibilities of the instructors are the most important focus of their work. What takes place in the classroom is given the highest priority by both the instructors and evaluators. Therefore, evaluation program should focus on the instructors' instructional functions.

(5) Teaching and learning do not take place by the context in which they are set. Each college, and the departments within it have their own special characteristics, personality, which are bound to exert particular influences, pressures and constraints on its members. Therefore, the evaluation program has to start with the special character and constraints of an individual department, set within the personality of its college.

(6) College instructors are individuals with different personalities and ways of coping with departmental context they find themselves in. Therefore, an evaluation program should be multifaceted. In the interest of fairness and completeness, college instructors should be evaluated on a broad range of activities, which are weighted regarding their importance.

(7) Students are not only individuals who react in different ways to the same teaching situation, they are also undergoing a process of change in themselves as they go through their courses. The criteria they use to evaluate what teaching mean to them at any point vary depending on the stage they are at in their own intellectual development. The

evaluation program has to recognize that the variety among the kinds of teachers is paralleled not only by the differences between students, but is complicated by the fact that the students are changing in their needs as they go through their courses.

(8) Overall instructor evaluation is inevitable.

(9) Every evaluation system can be improved. The evaluation program, therefore, must be flexible to accommodate any new changes that arise.

The above basic assumptions are based on the following principles for developing instructor evaluation:

(1) Multiple approaches to evaluation should be used. This is because of the fact that the total array of an instructors professional activities are too diverse and complex to be fairly evaluated by one source of information.

(2) There must be effective management and utilization of evaluation data in every instructor evaluation.

(3) Because of the range of appropriate instructors' acts and styles, different methods of evaluation must be combined.

(4) Evaluation of instructors should be institutional context related. It should be related to the particular purposes, needs and stage of development of the college.

(5) Instructor evaluation system must centre around broad educational goals.

(6) Instructor evaluation system must suit the educational goals, management style, conception of teaching and community values of the college.

(7) Instructor evaluation system must be centred on wholistic qualities of the instructors.

(8) Evaluation procedure must produce data of sufficient quality and relevance that administrators, instructors, and others will use the information in making personnel and organizational decisions.

(9) Instructor evaluation procedure must be continuous and constructive, and must take place in an atmosphere of mutual trust and respect.

(10) The evaluation procedure must be designed to encourage dialogue between staff, supervisors and policy-makers and to promote professional growth and development.

Basic Components of Instructor Evaluation Framework

College instructor evaluation framework should have the following basic components:

(1) **Purpose**

There must be a clear definition of the purpose(s) and desired outcomes of instructor evaluation. The purposes must be discussed openly and thoroughly. The purposes should be clearly stated in writing and should be well known to both the evaluators and those who are to be evaluated well before the evaluation procedures begin. This view was also expressed by Duke (1986) who commented that "no teacher evaluation experience can be successful without a clear sense of the goal or purpose for the evaluation" (p. 14).

(2) **Teaching Tasks**

Teaching tasks include those aspects of instructor activities that are to be examined to determine instructor effectiveness. A clear definition of the teaching tasks must provided, with a mechanism for judging instructor competence. Teaching tasks may include instructional activities, student advising and research and publication.

(3) **Criteria**

Evaluation criteria identify the specific behaviors, characteristics, or instructional aspects that need to be examined in the program. The criteria must be clearly specified. The evaluation criteria should be those necessary or desirable for effective college

teaching. They should define what must or should occur in a college-level course if learning is going to happen in a systematic, organized, logical, and complete manner. The criteria should be evaluated on the basis of evidence gathered from multiple data sources: peers, students, departmental heads, administrators, and the person being evaluated.

A shared understanding of the criteria on which judgements of teaching are made must be developed and maintained by providing continuing opportunities for evaluators to discuss the teaching assumptions underlying evaluation criteria and to review actual evaluations with each other. In the selection of evaluation criteria, three considerations must be made. Criteria must be: (a) relevant insofar as they relate to the objective of the teaching job; (b) free from contamination, where the same criteria apply to more than one teaching job the conditions and facilities available to each instructor should not vary qualitatively to any significant extent; and (c) reliable insofar as a particular criterion must be stable and consistent for repeated use over time.

The evaluation criteria should reflect (i) nature of the institution; (ii) the needs and direction of the department; and (iii) the interests and abilities of the instructor.

(4) **Instructor Evaluators**

The evaluation program must specify who instructor evaluators are.

(5) **Procedures**

Since instructor evaluation depends on measurement in gathering information, a clear definition of data collection procedures must be provided. Evaluation procedures are designed to establish what is good teaching, and rests on the assumption that teaching can be measured.

(6) **Provisions for Feedback**

There must be provisions for feedback in instructor evaluation program. Every instructor should know the outcome of the evaluation. He/she should be told of the strengths and weaknesses. Plans to correct deficiencies as well as to build on strengths should be identified and supported. Finch and McGough (1982) advocated that critique sessions should be scheduled with teachers as soon as possible after they have been observed. They commented that "teachers need to be provided with immediate feedback via personal conversation, so that differences of opinion may be brought out and plans initiated for improvement on any noted deficiencies" (p. 293).

While this evaluation framework is not a taxonomic effort or a predictive model, it should provide a common body of knowledge about instructor evaluation that could serve academic administrators, college faculty, policy-makers, the Teachers Service Commission, the Inspectorate, the Kenya Institute of education, and the Ministry of Education. It should be of particular value to individuals who are looking for new areas for faculty evaluation research or for new ways to conceptualize the variables that affect the acceptance of college evaluation system.

APPENDIX G

ALBERTA TEACHERS' ASSOCIATION:

TEACHER EVALUATION POLICY

A TEACHER EVALUATION POLICY MODEL
(prepared by The Alberta Teachers' Association, 1985 12)

The attached suggestion for teacher evaluation policy is derived from resolutions passed at the Annual Representative Assembly of The Alberta Teachers' Association since 1968. It was prepared as a guide* for local associations to use in discussions with school boards about policy and procedures for the effective evaluation of all teachers in school jurisdictions in the province. As such, this document represents the collective knowledge, wisdom and beliefs of the 27,000 active members of The Alberta Teachers' Association about good evaluation methods.

*The Association recognizes that this model is not the only one available and recognizes that adaptations will be required to meet local circumstances.

A TEACHER EVALUATION MODEL POLICY, 1985 12
(prepared by The Alberta Teachers' Association)

Background

School boards are responsible for ensuring that the highest possible quality of education is provided for the students in their jurisdiction. In order to maintain and improve the quality of education across the province, the Department of Education requires each board to develop and implement policies, guidelines and procedures concerning the evaluation of teachers.

Policy

The Board of Trustees has a responsibility to develop and foster sound educational policies. A teacher evaluation policy devoted to the maintenance and improvement of instruction is an important element of the Board's educational policy. Therefore, the Board shall require regular evaluation of teachers to improve the quality of instruction offered to students. The evaluation process shall be continuous and designed to promote professional growth and development. Where necessary, the evaluation process shall also lead to a judgment relative to employment or certification.

Guidelines

1.0 The evaluation of teachers shall be a continuous process devoted to the maintenance and improvement of professional practice and teachers shall have the primary responsibility for the improvement of instruction.

2.0 Evaluations shall be based primarily upon observations and interviews with each teacher both in the classroom and in situations appropriate to each teacher's assignment.

3.0 Evaluation of teachers shall be guided by two different forms of evaluation, namely

3.1 formative evaluation, designed to perform a developmental function, the results of which are used to help improve performance or increase potential for performance through identifying areas of strength or areas requiring improvement and growth; conducted on a continuing basis by the principal, peers, or other certificated individuals who are adequately trained in evaluation procedures and good evaluation practice and can assist the teacher in improving the quality of professional practice; and

3.2 summative evaluation, designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment (hiring, continuing contract, promotion, transfer, termination) or certification (permanent certification, suspension of certification, decertification); conducted only when necessary by a certificated individual who is adequately trained in evaluation procedures and good evaluation practice, is independent of the staff of the school in which the teacher works (unless the teacher requests otherwise) in order to maintain objectivity, credibility and collegiality, and has not been involved in formative evaluations of the teacher.

4.0 Each teacher shall be informed of the teacher evaluation policy and receive a copy of mutually developed evaluation criteria.

5.0 Formative evaluation shall consist of an ongoing review of all aspects of a teacher's practice and shall result in a report shared by the evaluator and the teacher which outlines strengths and areas for professional growth. The teacher shall be responsible for setting goals and developing plans which improve the teacher's professional practice.

6.0 Summative evaluation shall consist of a review, only when necessary and for a communicated purpose related to employment or certification, of all aspects of a teacher's practice and shall result in a written report which outlines recommendations about employment or certification.

6.1 The teacher and the evaluator shall convene conferences before and after observation of classroom instruction and other activities appropriate to the assignment.

6.2 The evaluator shall provide the teacher with an opportunity to review the written report, including the evaluator's recommendations about employment or certification, and shall allow the teacher to append additional comments which shall be placed with the written report in the teacher's personnel file. Both the teacher and the evaluator shall retain a copy of the report

6.3 Where remediation is necessary to raise the quality of the teacher's practice to an acceptable level, the evaluator shall make clear the expectations and opportunities for improved practice and set a reasonable timeline for this improvement. The Board shall underwrite the costs of the prescribed remediation. The subsequent summative evaluation shall review the degree to which the teacher has attained an acceptable level of teaching practice.

7.0 A teacher who wishes to appeal an evaluation may do so by requesting the superintendent to arrange for a new evaluation. Such an evaluation shall be conducted by a mutually acceptable third party and the new evaluator shall not be given the particulars of previous evaluations. All aspects of the appeal process shall be subject to the rules of natural justice.

8.0 The Board shall allocate the necessary resources to teacher evaluation, including (but not limited to) inservice education in clinical supervision and evaluation for teachers and evaluators, release time for teachers and evaluators engaged in the evaluation process, and costs of remediation activities.

Procedures

Formative Evaluation of Teachers

1.0 Formative evaluation shall be conducted on a continuing basis for all teachers employed by the Board. Teachers should view formative evaluation as developmental and be willing to receive collegial advice and assistance to improve the quality of instruction.

2.0 A formative evaluation may be initiated on the request of the teacher, the principal, or the superintendent.

3.0 The principal shall be responsible for formative evaluation and shall ensure that an appropriate evaluator conducts each evaluation in the principal's school.

3.1 An appropriate evaluator may be the principal, a vice-principal, a colleague, or any other certificated individual who, by mutual agreement, may be able to assist the teacher in maintaining and improving the quality of instruction.

3.2 An evaluator shall be adequately trained in evaluation procedures, have an acceptable record of teaching experience, and have an ability to relate to the teacher.

4.0 The evaluator shall meet with the teacher to mutually develop evaluation criteria.

5.0 The teacher shall complete a self-evaluation prior to the commencement of the formative evaluation cycle.

6.0 The evaluator shall observe the teacher's classroom instruction and other activities appropriate to the assignment and shall provide verbal feedback at the end of each session.

7.0 At the conclusion of the formative evaluation cycle, the evaluator shall write a report which sets out the teacher's strengths and outlines areas in which there may be improvement and growth. This report shall be retained by the teacher and the evaluator and no copy shall be made for the teacher's personnel file.

8.0 At no time shall a formative evaluation be used for the purposes of summative evaluation.

Summative Evaluation of Teachers

1.0 A summative evaluation shall be conducted when a judgment must be made for the purposes of employment (hiring, tenure, promotion, transfer, termination) or certification (permanent certification, suspension of certification, decertification).

2.0 A summative evaluation may be initiated by the superintendent or the teacher.

2.1 Where a summative evaluation is initiated by the superintendent, the teacher shall be advised, in writing, of the reason(s) for the evaluation.

2.2 Where a summative evaluation is initiated as the result of a question of a teacher's competence, at least two teachers currently teaching the same grade and subject area should evaluate the teacher.

3.0 The superintendent shall be responsible for summative evaluation and shall ensure that an appropriate evaluator conducts each evaluation in the school system.

3.1 An appropriate evaluator shall be independent of the staff of the school in which the teacher works (unless the teacher requests otherwise) in order to maintain objectivity, credibility and collegiality.

3.2 An evaluator shall be adequately trained in evaluation procedures, have an acceptable record of teaching experience, and have an ability to relate to the teacher.

3.3 An individual involved in formative evaluation of the teacher shall not be chosen to do a summative evaluation of the teacher.

4.0 The evaluator shall meet with the teacher to mutually develop evaluation criteria.

5.0 The evaluator shall observe the teacher's classroom instruction and other activities appropriate to the assignment. Prior to such observation, the evaluator and the teacher shall meet to discuss such matters as lesson objectives, unit plans, class history, etc. Following the observation, the evaluator and the teacher shall meet as soon as possible to review the lesson.

6.0 When the evaluator has completed a reasonable number of observations and a general review of the teacher's practice, a report shall be written and shall include the evaluator's recommendations pertaining to the teacher's employment or certification.

6.1 The teacher and the evaluator shall meet to discuss the evaluation. The teacher shall be given an opportunity to append any written comments to the report, and the evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.

6.2 The teacher and the evaluator shall each retain a copy of the evaluation.

6.3 Where remediation is necessary, the evaluator shall make clear the expectations and opportunities for professional growth and mutually develop a timeline for professional improvement. A future evaluation shall determine the success of the remediation.

6.4 Where the recommended judgment concerning employment or certification does not favour the teacher, the evaluator shall clearly outline the reasons for the recommendation.

7.0 The teacher may appeal an evaluation for procedure and/or content.

7.1 Such an appeal shall be made to the superintendent and shall include the reasons for the request.

7.2 The superintendent shall assign a mutually acceptable third party to conduct the re-evaluation and the new evaluator shall not be given the particulars of previous evaluations.

7.3 The procedures for the re-evaluation shall conform with the procedures for summative evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.

8.0 All evaluation procedures shall operate within the requirements of the Code of Professional Conduct.

The Alberta Teachers' Association Position Paper on

TEACHER EVALUATION

[1980]

Teachers have the responsibility to review periodically their own effectiveness and to seek improvements as part of a continuing process of their professional development. As professionals, teachers believe that cooperative assessment and self-evaluation are the most effective methods of evaluating the teaching process and the facilities and conditions within which this process takes place.

Cooperative assessment is the process whereby a group of teachers critically examines the program, organization and processes of the school in terms of accepted and predetermined criteria. Self-evaluation is the process whereby a teacher re-examines his or her performance in terms of effective behaviours, attitudes and feelings. Major focus should be placed on providing teachers with adequate opportunity, time and resources to engage in cooperative assessment and self-evaluation programs of their own choosing. Such programs should be designed to help teachers evaluate themselves in positive and constructive ways to improve their professional performance. However, within the context of their professional practice, teachers recognize that personnel evaluation programs in addition to cooperative assessment and self-evaluation are necessary.

PURPOSES OF EVALUATION

An important question is 'Evaluation for what?' The purposes of any teacher evaluation program should be clearly stated in writing and should be well known to both the evaluators and those who are to be evaluated well before the evaluation procedures begin. The purpose for which an evaluation is undertaken has direct implications for the procedures to be used to achieve it.

Teacher performance appraisal is of two types: a) formative evaluation, designed to perform a developmental function, the results of which are used to help improve performance or increase potential for performance through identifying areas of strength or areas requiring improvement and growth; and b) summative evaluation, designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment (hiring, continuing contract, promotion, transfer, termination) or certification (permanent certification, suspension of certification and de-certification).

EVALUATION CRITERIA

Another important question is 'How should evaluation criteria be developed?' Criteria used in teacher evaluation should reflect knowledge of the extensive research related to evaluation. Those to be evaluated should be involved in establishing the methods and criteria by which they are evaluated. A knowledge and understanding of the criteria can be helpful to teachers in making their own self-evaluations and in planning activities for improvement. Such criteria should be reviewed and updated on a regular basis. Any teacher evaluation program, therefore, should be cooperatively planned, carried out and itself evaluated. The criteria should be agreed upon by the representatives of those involved. Teachers have the right to know the methods and criteria by which they are evaluated.

A major concern is the validity and reliability of evaluation. In the context of teacher evaluation, validity refers to the degree to which factors evaluated are important to the learning of children and to the successful functioning of the school. A second condition of validity is that an adequate sampling of behaviour be observed. A third condition of validity is that the criteria be related to the needs and conditions of the local setting. Reliability, on the other hand, refers to the degree to which different evaluators agree, using the same criteria, in their evaluations made of a teacher's performance or the degree to which the evaluator agrees with himself on evaluation of the same teacher on different occasions.

Validity and reliability in both formative and summative evaluation require evaluating in context. The analysis should not be confined to the performance of the teacher in the teaching or administrative role. It should also take into consideration the conditions under which professional service is rendered. For example, the use of student achievement data to evaluate teachers or the administration of a school may be unreliable and distort the teaching process and should, therefore, be avoided.

PROCEDURES

All evaluation policies and procedures must operate within the requirements of the Code of Professional Conduct of The Alberta Teachers' Association. Clause 13 of the Code imposes three conditions if a teacher in any capacity finds it necessary to make an unfavourable criticism of the work of a colleague: a) the criticism must be made to proper officials, b) the criticism must be made in confidence and c) the associate must be informed of the nature of the criticism before it is passed on to anybody. Clause 14 specifies, 'The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.' Since formative evaluations would result in a report given only to the colleague involved, the Code of Professional Conduct arises mainly in connection with summative evaluations.

Teachers believe that relationships among personnel in educational systems should be based on a collegial model. Maintenance of this collegial relationship has important implications for any teacher evaluation program. Teachers have the responsibility to assist colleagues in their professional growth, but such assistance should be rendered in the formative mode and should utilize a va-

riety of evaluative techniques. Reporting on the competence of individual teachers in the school is not a routine function of a principal, nor is reporting on the competence of a principal a routine function of a classroom teacher. While neither is a routine function, there may be cases in which the colleague is experiencing considerable difficulty and has not responded to formative efforts. In such cases, it would be the responsibility of the formative evaluator to request a summative evaluation. However, Alberta teachers oppose patterns of school organization that would have principals perform the roles of direct line managers of their colleagues.

SUMMATIVE EVALUATION

If summative evaluations are required, they should be initiated either by the superintendent or by the teacher to be evaluated. Summative evaluators should be independent of the staff of the school in which the teacher works, unless the teacher requests otherwise, in order to maintain objectivity, credibility and collegiality. Such evaluators must be teachers and should be chosen on the basis of their teaching experience, their skill in evaluation and their ability to relate to the teacher. Persons involved in formative evaluation programs with the teacher should not be chosen to do summative evaluations of that teacher. There are only two checkpoints where a summative evaluation is universally needed after a teacher enters service: the evaluations prerequisite to continuing contract and permanent certification. Summative evaluations should also be made to facilitate decisions relating to promotions, transfers and terminations.

Reports of summative evaluations should be made only after the teacher has been informed of the contents of the report and has been provided with the opportunity to make written comments about its content. The teacher must have the opportunity to discuss the evaluation with the evaluator(s). If an unfavourable report is made after all remediation avenues have been exhausted, a fair procedure for appeal of such a report should be established.

All summative evaluation reports of teacher performance either in the teaching or the administrative role should be signed by both the teacher and the evaluator and placed, along with any written comments the teacher wishes to make, in the teacher's personnel file. The contents of the personnel files of teachers are confidential. Access must be limited to the teacher and the professional supervisory staff of the school system.

In cases where a teacher's basic competency may be in question and all reasonable efforts for remediation have been unsuccessful, termination may be contemplated. Such cases should be well documented and the teacher afforded all rights to natural justice and due process.

FORMATIVE EVALUATION

Formative evaluation should be a continuing process initiated by the teacher being evaluated or by mutual arrangement with a colleague. For example, it is a function of the principal to assist with the formative evaluation of classroom teachers. Evaluators of classroom teachers or evaluators of those teachers performing administrative roles should be selected on the basis of their teaching experience, their skill in evaluation and their ability to relate to the teacher. Written and/or oral reports which result from formative evaluation should be provided only to the teacher being evaluated.

In formative evaluation, the teacher's interests are best served by giving the evaluator an accurate perception of strengths and weaknesses; in summative evaluation, the teacher being evaluated has a vested interest in selling strengths while not revealing weaknesses (if any). Therefore, the administration and the processes of the two forms of evaluation should be separate and distinct.

Teachers should be assured that a request for help in improving their performance will not be interpreted as admission of weaknesses and that advice and consultation provided to them in formative evaluations will not be the springboard for unnecessary summative evaluations. Formative evaluations should be diagnostic rather than judgmental and should take into account the context of the total task assignment. Self-evaluation should be an important component of any formative evaluation program. Of the resources directed toward a personnel evaluation program, the largest portion should be directed toward formative evaluation which has as its primary goal improvement of the quality of instruction and administration.

Teachers want and need feedback on how well they are doing. An important objective of any formative evaluation program is therefore enhancement of the self-image and self-respect of the teachers involved. The nature of the evaluation should be such that it encourages teacher creativity and experimentation in performing the teaching or administrative role.

ATA Policy Statements on Teacher Evaluation

LONG-RANGE POLICY

15.A.1 Teachers have personal responsibility for their competence.
[1980]

15.A.2 Any teacher evaluation program should be designed to support and maintain the collegial model.
[1980]

15.A.3 The evaluation of teacher performance is primarily the responsibility of the teaching profession.
[1985]

15.A.4 Cooperative assessment and self-evaluation are the most effective methods of evaluating the teaching process and the facilities and conditions within which this process takes place.
[1980/85]

15.A.5 Teachers should be involved in establishing the methods and criteria by which they are evaluated.
[1980/85]

15.A.6 Reporting on the competence of the principal is not a routine function of the classroom teacher.
[1980]

15.A.7 The purposes of any teacher evaluation program should be clearly stated in writing and should be well-known to both evaluators and those who are to be evaluated before the evaluation procedures begin.
[1980/85]

15.A.8 Teacher performance appraisal is of two types: a) formative evaluation – designed to perform a developmental function, the results of which are used to help improve performance or increase potential for performance through identifying areas of strength or areas requiring improvement and growth; b) summative evaluation – designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment (hiring, continuing contract, promotion, transfer, termination) or certification (permanent certification, suspension of certification and decertification).
[1980]

15.A.9 The largest portion of the resources for teacher evaluation programs should be directed toward formative evaluation.
[1980/85]

15.A.10 The Alberta Teachers' Association encourages formative evaluation aimed at the improvement of instruction and administration.
[1980/85]

15.A.11 Formative evaluation of teachers is a role of school-based administrators.
[1985]

15.A.12 It is a function of the principal to participate in the formative evaluation of classroom teachers.
[1980/85]

15.A.13 Formative evaluation should be a continuing process.
[1980]

15.A.14 Formative evaluation should be initiated by the teacher being evaluated or by mutual arrangement with a colleague.
[1980]

15.A.15 Teacher evaluation programs should include pre- and post-visitation conferences with the evaluator.
[1985]

15.A.16 Supervisory personnel involved in a formative evaluation program with an individual teacher should not be required to perform a summative evaluation of that teacher.
[1980]

15.A.17 Reports of formative evaluations must be given only to the teacher being evaluated.
[1980]

15.A.18 Access to a teacher's personnel file should be limited to the teacher and the teacher's professional supervisors in the school system.
[1980/85]

15.A.19 Prior to the dismissal of a teacher for alleged incompetence, the following conditions should be met: a) the teacher has had extensive counselling or advice following supervisory visits, b) the nature of the alleged incompetence has been discussed with the teacher at least six months prior to the notice of dismissal, c) the teacher has been offered a planned program of professional assistance and continues to display unsatisfactory performance, d) the teacher has had unsuccessful professional experience in more than one reasonable professional situation, e) at least three certificated personnel are prepared to give evidence of incompetence.
[1980/85]

15.A.20 Summative evaluation of the professional performance of a teacher possessing a permanent certificate should not be a routine occurrence.
[1985]

15.A.21 Summative evaluation of a teacher's performance should only be initiated a) by the teacher or b) by the superintendent.
[1985]

15.A.22 Except at the request of a teacher, summative evaluation, for other than certification or continuing contract purposes, should be preceded by a series of formative evaluations.
[1985]

15.A.23 Summative evaluators should be independent of the staff of the school in which the teacher works, unless the teacher requests otherwise.
[1980]

15.A.24 School boards should ensure peer involvement when conducting a summative evaluation of a teacher whose competence has been called into question, such evaluation to include the following characteristics –
1. Pre- and post-evaluation conferences.
2. Inclusion on the evaluation team of at least two teachers currently teaching at the same grade level and subject area.
3. That, prior to the conduct of such a summative evaluation, the teacher be made aware of the objectives of the evaluation and the criteria to be involved.
4. That the report of the summative evaluation team should reflect the consensus of the findings of the team.
[1985]

15.A.25 Only persons employed in positions for which a teaching certificate is a prerequisite may evaluate teachers.
[1980]

15.A.26 Any evaluation must provide for a fair appeal procedure.
[1980]

15.A.27 Teachers are to receive copies of all reports on their professional performance.
[1968/74/75/76/77/78/80/85]

15.A.28 Reports of summative evaluations by administrative, supervisory or collegial personnel must be discussed with and transmitted to the colleague concerned and the colleague's reaction must be included with the report.
[1970/75/80]

15.A.29 There should be a time limit of 60 calendar days for meeting a teacher's written request for an evaluation and further, verbal reports should be given within one week and written reports within 30 days.
[1976/77/78/79/80/85]

9.A.28 Reporting on the competence of individual teachers in the school is not a routine function of a principal.
[1970/80]

CURRENT DIRECTIVES

15.B.1 BE IT RESOLVED, that The Alberta Teachers' Association oppose the use of results of achievement and/or diploma examinations for the purpose of teacher evaluation.
[1985]

15.B.2 BE IT RESOLVED, that The Alberta Teachers' Association advocate that each teacher in the second full year of employment be assessed by a three-person peer panel which would formulate a recommendation on the granting of permanent certification.
[1985]

15.B.3 BE IT RESOLVED, that The Alberta Teachers' Association develop and publish procedures regarding the assessment of teachers for permanent certification.
[1985]

APPENDIX H

FREQUENCY AND PERCENTAGE DISTRIBUTION TABLES

Table H.1

Percentage Distribution of Instructor and Departmental Head Responses on Existing Extent of Involvement in Evaluation by Different Categories of Personnel

Personnel	Percentage Response						
	(5) Always involved	(4) Frequently involved	(3) Occassionally involved	(2) Seldom involved	(1) Never involved	(0) No information	No answer
1. Senior inspector of schools and colleges	12.6	7.0	30.2	15.8	10.7	18.6	5.1
2. Subject specialists from the Inspectorate	20.0	9.3	21.4	21.4	9.8	13.5	4.7
3. Curriculum planners from the Kenya Institute of Education (K.I.E)	10.7	13.0	19.1	20.0	13.5	19.5	4.2
4. Administrators from the Teachers' Service Commission (T.S.C)	7.9	6.5	10.2	15.8	30.7	23.7	5.1
5. University personnel	4.2	5.1	13.0	13.5	34.4	25.1	4.7
6. Provincial Education Officer (P.E.O)	6.5	7.4	17.2	17.7	21.9	22.8	6.5
7. College Principals	38.1	19.1	15.3	9.8	7.9	6.0	3.7
8. Departmental heads	37.2	17.2	14.9	7.9	12.1	7.9	2.8
9. Colleagues (instructors in the college)	20.9	11.6	12.6	13.0	25.6	12.1	4.2
10. Instructors being evaluated	21.4	8.4	11.6	10.7	22.3	20.0	5.6
11. Students	25.1	8.4	6.0	11.2	30.2	15.8	3.3

Table H.2

Percentage Distribution of Instructor and Departmental Head Responses on Extent of Preferred Involvement in Evaluation by Different Categories of Personnel

Personnel	Percentage Response						
	(5) Always involved	(4) Frequently involved	(3) Occassionally involvced	(2) Seldom involved	(1) Never involved	(0) No information	No answer
1. Senior inspector of schools and colleges	34.4	23.3	25.1	2.8	3.7	4.3	7.0
2. Subject specialists from the Inspectorate	45.6	27.9	11.2	4.2	2.8	2.8	5.6
3. Curriculum planners from the Kenya Institute of Education (K.I.E)	39.5	27.9	14.4	4.2	4.7	4.7	4.7
4. Administrators from the Teachers' Service Commission (T.S.C)	19.1	20.0	27.4	5.6	14.0	8.8	5.1
5. University personnel	17.7	16.3	32.1	8.8	11.6	7.4	6.0
6. Provincial Education Officer (P.E.O)	17.2	16.7	24.7	7.4	14.4	10.2	9.3
7. College Principals	48.4	20.0	13.5	5.1	5.1	2.3	5.6
8. Departmental Heads	51.2	15.3	17.2	1.9	6.5	1.4	6.5
9. Colleagues (instructors in the college)	33.0	15.3	24.2	4.2	10.7	6.0	6.5
10. Instructors being evaluated	37.7	17.2	14.0	3.3	10.7	9.3	7.9
11. Students	34.4	14.9	13.0	7.4	17.7	7.0	5.6

Table H.3

Frequency Distribution of Principal and Vice-Principal Responses on Extent of Existing Involvement in Evaluation by Different Categories of Personnel

Personnel	Frequencies						
	(5) Always involved	(4) Frequently involved	(3) Occassionally involvced	(2) Seldom involved	(1) Never involved	(0) No information	No answer
1. Senior inspector of schools and colleges	-	3	3	4	2	1	1
2. Subject specialists from the Inspectorate	4	6	1	1	-	-	2
3. Curriculum planners from the Kenya Institute of Education (K.I.E)	1	4	2	-	5	2	-
4. Administrators from the Teachers' Service Commission (T.S.C)	1	-	2	1	5	3	2
5. University personnel	-	-	4	2	4	4	2
6. Provincial Education Officer (P.E.O)	1	2	2	2	4	3	-
7. College Principals	5	4	3	1	-	1	-
8. Departmental Heads	4	5	3	-	1	1	-
9. Colleagues (instructors in the college)	1	2	3	1	3	3	1
10. Instructors being evaluated	3	4	-	1	3	2	1
11. Students	1	3	2	2	4	2	-

Table H.4

Frequency Distribution of Principal and Vice-Principal Responses on Extent of Preferred Involvement in Evaluation by Different Categories of Personnel

Personnel	Frequencies						
	(5) Always involved	(4) Frequently involved	(3) Occassionally involved	(2) Seldom involved	(1) Never involved	(0) No information	No answer
1. Senior inspector of schools and colleges	2	5	4	1	-	-	2
2. Subject specialists from the Inspectorate	7	3	-	2	-	-	2
3. Curriculum planners from the Kenya Institute of Education (K.I.E)	5	4	1	2	-	-	2
4. Administrators from the Teachers' Service Commission (T.S.C)	3	3	2	2	2	-	2
5. University personnel	2	4	3	1	1	1	2
6. Provincial Education Officer (P.E.O)	3	1	4	2	1	1	2
7. College Principals	6	4	1	-	-	1	2
8. Departmental Heads	8	2	1	1	-	-	2
9. Colleagues (instructors in the college)	3	2	2	3	1	-	3
10. Instructors being evaluated	4	3	3	-	-	1	3
11. Students	4	4	1	1	1	1	2

Table H.5

Percentage Distribution of Instructor and Departmental Head Responses on Existing Importance of Evaluation Criteria

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Lesson preparation	41.9	10.7	17.7	9.3	10.2	7.4	2.8
2. Knowledge of curriculum	40.5	18.6	22.3	5.1	6.0	4.7	2.8
3. Preparation of schemes of work	52.1	18.0	14.0	5.6	4.7	3.3	2.3
4. Maintenance of weekly record of work	27.0	14.4	25.6	13.5	7.9	9.3	2.3
5. Methods of lesson presentation	26.0	19.5	20.0	9.3	12.6	9.3	3.8
6. Use of teaching aids	22.3	20.5	20.9	19.1	8.4	7.0	1.9
7. Enthusiasm displayed in teaching	24.2	18.6	21.9	10.2	11.2	10.7	3.3
8. Evidence of self-evaluation activities	17.7	14.9	23.7	20.0	8.8	12.1	2.8
9. Instructor-student relationships	30.2	20.0	20.5	9.8	8.4	8.4	2.8
10. Concern with student development	27.4	25.6	20.5	8.4	8.8	6.0	3.3
11. Student participation in lessons	32.6	19.5	21.4	9.3	9.8	4.7	2.8
12. Students working without supervision	9.8	12.6	27.4	22.8	12.1	10.7	4.7
13. Class control	40.9	21.4	14.4	6.5	8.8	6.5	1.4
14. Development of the process of individual inquiry in students	17.7	17.7	23.7	18.1	9.3	11.6	1.9

Table H.5 continued

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
15. Concern with the character development of students	20.9	20.5	26.5	14.9	8.4	7.0	1.9
16. Checking written work	25.1	24.2	23.7	9.8	8.4	7.0	1.9
17. Development in students of a sense of responsibility	21.9	22.8	22.8	17.2	7.0	6.0	2.3
18. Training of students in self-expression	18.1	20.0	25.1	15.8	11.6	7.4	1.9
19. Provision made for individual differences	14.0	13.0	27.0	18.6	13.0	10.7	3.7
20 Examination and/or test results	43.7	27.0	14.9	7.0	1.9	3.7	1.9
21. Academic qualifications of the instructor	40.0	24.7	16.7	7.9	2.3	5.1	3.3
22. Personality attributes of the instructor	20.5	25.6	28.4	13.5	4.7	4.7	2.8
23. Qualities of leadership displayed by the instructor	18.6	28.8	22.3	12.6	8.4	6.5	2.8
24. Dress and appearance of the instructor	33.5	22.8	19.1	10.7	6.0	5.6	2.3
25. Degree of cooperation by the instructor with other staff	26.0	23.3	20.9	14.0	7.9	6.0	1.9
26. Instructor's conformity to college norms and authority	38.1	22.8	16.3	7.4	5.6	7.0	2.8
27. Instructor's participation in extra-curricular activities	15.3	21.9	31.2	14.9	9.8	4.7	2.3

Table H.5 continued

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
28. Instructor's standing in the community	14.4	14.9	24.7	18.6	12.6	12.1	2.8
29. Instructor's participation in college and community activities	20.0	21.4	24.2	16.7	7.4	7.4	2.8

Table H.6

Percentage Distribution of Instructor and Departmental Head Responses on Preferred Importance of Evaluation Criteria

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Lesson preparation	61.9	12.6	12.1	5.6	4.2	0.9	2.8
2. Knowledge of curriculum	65.1	14.4	12.1	2.3	0.9	1.4	3.7
3. Preparation of schemes of work	65.1	16.3	8.8	3.3	2.8	-	3.7
4. Maintenance of weekly record of work	48.8	24.2	12.6	4.7	5.6	1.9	2.3
5. Methods of lesson presentation	50.7	19.1	16.7	4.2	4.7	1.9	2.8
6. Use of teaching aids	50.2	20.0	16.3	4.7	4.2	0.9	3.7
7. Enthusiasm displayed in teaching	48.8	23.3	13.5	5.6	3.3	2.8	2.8
8. Evidence of self-evaluation activities	45.6	20.9	18.6	7.4	2.3	1.4	3.7
9. Instructor-student relationships	56.7	22.3	8.4	5.6	2.3	-	4.7
10. Concern with student development	60.9	19.5	9.3	2.8	2.3	0.9	4.2
11. Student participation in lessons	64.2	18.1	7.0	3.3	2.3	-	5.1
12. Students working without supervision	36.7	26.5	19.5	6.0	6.0	1.4	3.7
13. Class control	60.9	16.7	9.8	5.1	1.9	1.9	3.7
14. Development of the process of individual inquiry in students	43.7	24.7	16.3	6.0	3.7	2.3	3.3

Table H.6 continued

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
15. Concern with the character development of students	49.8	22.8	11.6	6.0	1.9	2.3	5.6
16. Checking written work	47.4	26.5	14.0	3.7	1.9	1.4	5.1
17. Development in students of a sense of responsibility	49.8	25.6	12.1	3.7	1.4	1.4	6.0
18. Training of students in self-expression	51.6	24.2	10.2	5.6	1.9	1.4	5.1
19. Provision made for individual differences	44.2	24.2	14.9	7.0	2.8	2.3	4.7
20 Examination and/or test results	53.0	25.6	10.7	3.3	1.9	0.5	5.1
21. Academic qualifications of the instructor	54.4	20.5	12.6	3.7	2.3	1.4	5.1
22. Personality attributes of the instructor	42.3	27.9	20.0	1.4	3.3	1.4	3.7
23. Qualities of leadership displayed by the instructor	47.4	30.7	10.7	2.8	1.4	2.3	4.7
24. Dress and appearance of the instructor	47.0	22.3	13.5	5.1	4.7	3.3	4.3
25. Degree of cooperation by the instructor with other staff	49.8	27.9	10.7	2.3	2.3	2.3	4.7
26. Instructor's conformity to college norms and authority	48.4	26.0	11.2	4.2	3.7	2.8	3.7
27. Instructor's participation in extra-curricular activities	35.3	30.2	18.6	7.0	2.8	1.4	4.7

Table H.6 continued

Criteria	Percentage response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
28. Instructor's standing in the community	28.8	27.9	20.5	6.0	7.4	5.1	4.2
29. Instructor's participation in college and community activities	35.8	30.2	17.2	6.2	2.3	3.7	4.7

Table H.7

Frequency Distribution of Principal and Vice-Principal Responses on Existing Importance of Evaluation Criteria

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Lesson preparation	6	3	-	1	3	1	-
2. Knowledge of curriculum	5	4	3	1	1	-	-
3. Preparation of schemes of work	4	5	2	1	2	-	-
4. Maintenance of weekly record of work	4	5	1	2	1	-	-
5. Methods of lesson presentation	4	4	1	1	2	2	-
6. Use of teaching aids	2	5	2	3	2	-	-
7. Enthusiasm displayed in teaching	2	6	1	1	2	2	-
8. Evidence of self-evaluation activities	3	1	6	3	-	1	-
9. Instructor-student relationships	6	1	3	3	1	-	-
10. Concern with student development	5	1	5	2	-	1	-
11. Student participation in lessons	6	3	3	1	1	-	-
12. Students working without supervision	2	4	2	4	-	1	1
13. Class control	5	5	-	2	2	-	-
14. Development of the process of individual inquiry in students	3	4	1	3	3	-	-

Table H.7 continued

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
15. Concern with the character development of students	5	3	3	1	-	-	1
16. Checking written work	3	2	3	2	2	1	1
17. Development in students of a sense of responsibility	2	5	2	1	-	2	2
18. Training of students in self-expression	6	-	6	1	1	1	-
19. Provision made for individual differences	1	4	2	4	1	1	1
20 Examination and/or test results	6	5	2	-	-	1	-
21. Academic qualifications of the instructor	5	3	3	1	-	1	1
22. Personality attributes of the instructor	1	8	2	2	-	1	-
23. Qualities of leadership displayed by the instructor	4	4	2	3	-	-	1
24. Dress and appearance of the instructor	3	3	2	4	-	-	2
25. Degree of cooperation by the instructor with other staff	5	4	2	1	-	1	1
26. Instructor's conformity to college norms and authority	5	7	1	-	-	1	-
27. Instructor's participation in extra-curricular activities	3	5	3	2	-	-	-

Table H.7 continued

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
28. Instructor's standing in the community	1	2	5	4	1	1	-
29. Instructor's participation in college and community activities	3	4	3	3	- -	1	-

Table H.8

Frequency Distribution of Principal and Vice-Principal Responses on Preferred Importance of Evaluation Criteria

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Lesson preparation	7	2	-	2	1	-	2
2. Knowledge of curriculum	9	-	3	-	-	-	2
3. Preparation of schemes of work	7	2	1	1	-	-	2
4. Maintenance of weekly record of work	9	1	-	1	1	-	2
5. Methods of lesson presentation	7	2	-	1	2	-	2
6. Use of teaching aids	5	3	2	2	-	-	2
7. Enthusiasm displayed in teaching	5	5	2	-	-	-	2
8. Evidence of self-evaluation activities	4	6	1	1	-	-	2
9. Instructor-student relationships	5	5	2	-	-	-	2
10. Concern with student development	9	3	-	-	-	-	2
11. Student participation in lessons	7	3	2	-	-	-	2
12. Students working without supervision	3	4	3	1	-	-	3
13. Class control	6	4	1	-	-	-	3
14. Development of the process of individual inquiry in students	8	1	3	-	-	-	2

Table H.8 continued

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
15. Concern with the character development of students	8	2	1	1	-	-	2
16. Checking written work	5	3	2	-	-	-	4
17. Development in students of a sense of responsibility	8	3	-	1	-	-	2
18. Training of students in self-expression	4	7	1	-	-	-	2
19. Provision made for individual differences	6	6	1	-	-	-	1
20 Examination and/or test results	2	6	3	-	-	-	3
21. Academic qualifications of the instructor	7	3	1	-	-	1	2
22. Personality attributes of the instructor	7	3	1	1	-	-	2
23. Qualities of leadership displayed by the instructor	7	2	2	-	-	-	3
24. Dress and appearance of the instructor	5	2	2	1	1	1	2
25. Degree of cooperation by the instructor with other staff	7	1	4	-	-	-	2
26. Instructor's conformity to college norms and authority	5	5	-	-	1	1	2
27. Instructor's participation in extra-curricular activities	5	4	1	2	-	-	2

Table H.8 continued

Criteria	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
28. Instructor's standing in the community	4	2	4	-	1	1	2
29. Instructor's participation in college and community activities	6	4	2	-	-		2

Table H.9

Percentage Distribution of Instructor and Departmental Head Responses on Existing Importance of Evaluation Practices

Evaluation Practices	Percentage Response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Conducting classroom visitations in which the instructor is observed	17.2	15.8	14.0	17.0	21.4	10.3	10.2
2. Obtaining information from students by means of a questionnaire	8.8	9.3	17.7	20.0	25.6	15.8	2.8
3. Obtaining information from students about an instructor's work through face-to-face interviews	4.2	7.0	9.3	16.7	36.3	24.7	1.9
4. Holding interviews with instructors to obtain information about classroom practices	13.5	12.1	24.7	22.3	13.7	10.7	3.3
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instrutors	8.8	15.8	19.1	17.2	21.4	4.9	2.8
6. Requiring instructors to write standardized tests to gather information about specific teaching abilities	8.8	8.4	13.0	16.3	25.6	24.2	3.7
7. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	19.1	22.8	19.5	12.1	15.8	7.4	3.3

Table H.9 continued

Evaluation Practices	Percentage Response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
8. Requiring instructors to submit a report on classroom activities and accomplishments —including self-evaluation	13.0	14.4	19.5	16.7	20.0	13.0	3.8
9. Conducting post-evaluation conference with the instructors evaluated	8.4	10.2	16.3	15.3	23.3	22.8	3.7
10. Providing the instructors evaluated with copies of evaluation comments	11.6	11.2	15.3	13.5	25.6	20.0	2.8
11. Notifying instructors when they are likely to be evaluated	12.1	8.8	14.4	16.7	26.0	18.6	3.3
12. Allowing instructors to make written statements relating to any aspect of their evaluation	8.8	8.4	12.1	15.8	27.9	24.7	2.3

Table H.10

Percentage Distribution of Instructor and Departmental Head Responses on Preferred Importance of Evaluation Practices

Evaluation Practices	Percentage Response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Conducting classroom visitations in which the instructor is observed	36.3	24.7	15.3	11.6	6.0	2.8	3.3
2. Obtaining information from students by means of a questionnaire	27.9	26.5	21.4	11.2	7.9	4.2	0.9
3. Obtaining information from students about an instructor's work through face-to-face interviews	16.7	17.7	16.3	13.5	23.7	9.8	2.3
4. Holding interviews with instructors to obtain information about classroom practices	34.9	32.6	14.0	11.2	3.7	1.4	2.3
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instrutors	23.3	24.7	23.7	12.1	9.3	4.2	2.8
6. Requiring instructors to write standardized tests to gather information about specific teaching abilities	31.2	22.8	15.8	10.7	11.2	6.0	2.3
7. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	45.1	27.0	10.7	6.0	6.5	1.4	3.3

Table H.10 continued

Evaluation Practices	Percentage Response						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
8. Requiring instructors to submit a report on classroom activities and accomplishments —including self-evaluation	35.3	31.2	13.5	10.0	5.1	3.7	0.9
9. Conducting post-evaluation conference with the instructors evaluated	32.1	29.8	20.0	10.2	3.7	2.8	1.4
10. Providing the instructors evaluated with copies of evaluation comments	49.3	24.2	13.0	6.5	2.3	3.7	0.9
11. Notifying instructors when they are likely to be evaluated	36.7	28.8	14.0	6.5	10.2	7.4	2.3
12. Allowing instructors to make written statements relating to any aspect of their evaluation	40.5	21.4	16.7	12.6	3.3	3.7	1.9

Table H.11

Frequency Distribution of Principal and Vice-Principal Responses on Existing Importance of Evaluation Practices

Evaluation Practices	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Conducting classroom visitations in which the instructor is observed	3	-	3	4	2	1	1
2. Obtaining information from students by means of a questionnaire	1	4	1	1	2	4	1
3. Obtaining information from students about an instructor's work through face-to-face interviews	1	2	1	2	4	3	1
4. Holding interviews with instructors to obtain information about classroom practices	3	2	3	1	2	2	1
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instrutors	2	2	2	3	3	1	1
6. Requiring instructors to write standardized tests to gather information about specific teaching abilities	2	-	2	1	3	5	1
7. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	2	6	-	1	3	1	1

Table H.11 continued

Evaluation Practices	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
8. Requiring instructors to submit a report on classroom activities and accomplishments —including self-evaluation	4	3	1	1	1	3	1
9. Conducting post-evaluation conference with the instructors evaluated	2	2	3	1	1	4	1
10. Providing the instructors evaluated with copies of evaluation comments	-	1	2	3	3	4	1
11. Notifying instructors when they are likely to be evaluated	-	1	3	3	4	2	1
12. Allowing instructors to make written statements relating to any aspect of their evaluation	1	1	3	1	2	5	1

Table H.12

Frequency Distribution of Principal and Vice-Principal Responses on Preferred Importance of Evaluation Practices

Evaluation Practices	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
1. Conducting classroom visitations in which the instructor is observed	4	1	1	2	2	-	4
2. Obtaining information from students by means of a questionnaire	5	2	2	2	-	-	3
3. Obtaining information from students about an instructor's work through face-to-face interviews	4	2	-	2	4	-	2
4. Holding interviews with instructors to obtain information about classroom practices	6	5	-	1	-	-	2
5. Requiring administrators to complete specially designed lists of traits, skills or characteristics to develop a profile of the instrutors	4	2	3	1	2	-	2
6. Requiring instructors to write standardized tests to gather information about specific teaching abilities	2	3	2	3	2	-	2
7. Requiring instructors to submit course outlines, lesson samples, samples of projects and other materials	6	2	1	1	2	-	2

Table H.12 continued

Evaluation Practices	Frequencies						
	(5) Very great importance	(4) Great importance	(3) Moderate importance	(2) Some importance	(1) Very limited importance	(0) No importance	No answer
8. Requiring instructors to submit a report on classroom activities and accomplishments —including self-evaluation	4	5	-	2	1	-	2
9. Conducting post-evaluation conference with the instructors evaluated	5	1	3	2	1	-	2
10. Providing the instructors evaluated with copies of evaluation comments	5	2	2	3	-	-	2
11. Notifying instructors when they are likely to be evaluated	3	4	3	-	2	-	2
12. Allowing instructors to make written statements relating to any aspect of their evaluation	2	2	2	3	1	2	2